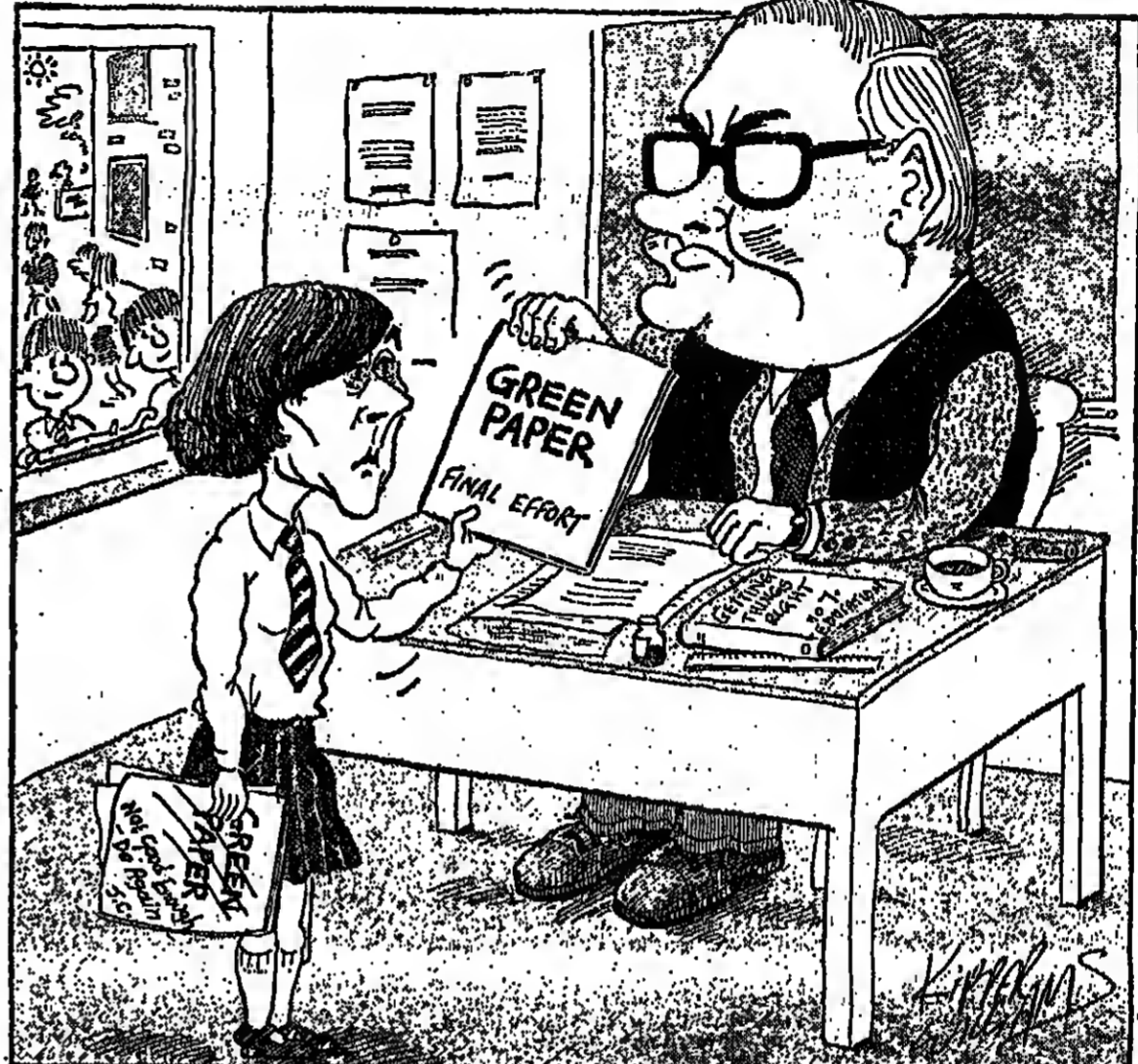


THE TIMES Educational Supplement



The Government's Green Paper, Education in Schools, was published yesterday, concentrating on two main themes: a review of the curriculum in all the country's schools...

Light the Green Paper and retire . . .

When Mrs Thatcher's White Paper—A Framework for Expansion—went to Cabinet at the end of 1972, discussion was held up while Ministers complained that though it was full of proposals for the allocation of (as it turned out, mythical) resources, it had nothing to say about "real" education.

Many large industrial companies have had to evolve staff development policies capable of dealing with such blockages. These do not need to be lacking in humanity.

Slave market

Break

It was hot at the Schools Council governing council meeting last week (see page 5)—almost as hot as it was this time last year when the 16-plus proposals were debated.



"E135 a week? Never. Education cuts mean no lights in the corridor."

Now's your chance

The DES is to have a routine—or so they say—going over by the Civil Service management persons. All departments get their turn and not a lot usually results.

Just as the standard of the petri-clarions was borne by Dr Geoffrey Tompkinson, for the Committee of Vice-Chancellors and Principals, mandated, no less to clear the universities' fury at losing their prescriptive rights to places on the Schools Council's main body.

More from FO

Footnotes to that business of fees and fares for the children of government people serving overseas (Break, June 24), if bowing to circumstances, you send your child to boarding school while you are overseas and you chose a school which also takes its pupils so that when you are at home he/she can live at home, road shocks are in store.

Meanwhile in the plebeian corner, Mr Jarvis was making the moral of the DES instating on a small council—someone would have to be put out wouldn't they? It was all the DES's fault. Was it still going to insist . . . ?

Poetic balance

Small poetry magazines come and go, so it is an event when one reaches its tenth birthday, as New Poetry (which started life as Workshop "Sever-side" magazine) does.

Jolly fun, what?

A harsher climate prevails now for the writers of children's books than ever did for those who told fairy stories through a golden afternooon on the lawn. At the presentation last week of the Other Award (a fine new award for children's books), the publishers of the book, which were recounted of the hazards of writing children's books today.

Traffic sense

Where would you expect to find RSOs, RSPA, TRRL, the police and a well known educational publishing house together at the same time? Answer: at the launching of Macmillan's new set of road safety books for five to 13-year-olds.

Aristides

Next week Dorothy Kays looks at racist bias in school textbooks. Francis Beckett examines the fight to save village schools. John Peterbridge on educating the children of battered women.

Crossword No 1,094

Crossword puzzle grid with clues for Across and Down.

Bridge

Bridge game section including a hand diagram and commentary on a match between South and West.

Next week

Dorothy Kays looks at racist bias in school textbooks. Francis Beckett examines the fight to save village schools. John Peterbridge on educating the children of battered women.

# The eye has it—and Tory all-in ruse fails

Comprehensive reorganization plans for the borough of Trafford in Lancashire have been approved. But only one person voted in favour.

The rebel authority, which held its unanimous meeting until the last possible moment, has finally agreed to submit its comprehensive scheme to the Education Secretary. And it was a lone Conservative vote in the council meeting which ensured that the authority kept to the letter of the law.

Trafford's scheme, which sets up three sixth form colleges from the borough's eight grammar schools and merges the rest into comprehensive schools from 1981, was drawn up by a working party of 10 Conservative councillors, one Labour, one Liberal and seven teacher representatives.

At this month's council meeting Labour and Liberal opposition members were astounded when the Conservative leader said the Tories would abstain when the plan was put to a vote. The council's chief executive was asked what would happen if an one-vote vote for the scheme and his reply was that the plan would have to be repeated.

After hurried discussions on the Labour benches it was decided the opposition would also abstain. When the vote was taken the Tory vice-chairman of the education committee, Mr Johnathan Taylor, was the only councillor to vote in favour. Everyone else abstained.

Mr Allan Coupe, chairman of the education committee, said this week:

"The Conservative group were told by the leader during the debate that the Conservatives, notwithstanding that they wished to comply with the law, would abstain. He said we were not committed as a group to reorganization in the borough but as we had to reorganize by law we should abstain and allow the Labour party to put it to a vote. This caused great consternation on the Labour benches and they decided that they would abstain also."

"It was a tactical move to fix my thoughts. I think the group leader thought that if we abstained, the Labour members would put the plan through."

Mr Coupe said the reorganization scheme was the best possible for Trafford bearing in mind the curriculum of the law. "It is only because we have been compelled by law that we have submitted proposals. Of course, we would be happy to see them not put into practice."

Mr H. Pyper, a Labour councillor, said he and his colleagues felt it would have been wrong to vote for the Conservatives' "devious resolution".

"It is quite unethical for them to do such a thing as this. We are absolutely committed to the law, would abstain. He said we were not committed as a group to reorganization in the borough but as we had to reorganize by law we should abstain and allow the Labour party to put it to a vote. This caused great consternation on the Labour benches and they decided that they would abstain also."

A plan for a sixth form at Horsforth Comprehensive School, Leeds, was introduced by Mrs. Mortimer, Jackson, Education Minister, this week. A deputation from Leeds Education Committee tried to persuade the Government to change its mind and allow the sixth form to open.

● Mrs Williams, the Education Secretary, has threatened to take Birmingham Education Authority to court to decide whether she has the right to use it to submit comprehensive plans.

Birmingham was one of the authorities Mrs Williams pressed for proposals six months ago under the 1976 Education Act. But the authority maintains she does not have the power to ask for reorganization plans for seven voluntary grammar schools.

In a letter to Birmingham this week Mrs Williams says she has no alternative but to have the validity of her requirements decided in the courts. She has told the Treasury Solicitor to start High Court proceedings.

# Meals shock: price up 10p after all

School meals are to go up in September from 15p to 25p as planned despite widely circulated rumours that the cost would be pegged as a concession to trade union demands.

Mr Denis Hooley, the Chancellor of the Exchequer, announced the rise last week in his mini-budget. The increase will bring in about £30m a year.

The Chancellor also increased the income limits for free meals. A family with two children will now be able to claim free meals if its gross income does not exceed £60 a week. The new income limits mean that, if all families exercise their new entitlement to free meals, an extra 650,000 children will not have to pay for school lunch.

The Department of Education estimated this week that about 1.5m children would be eligible for free meals in September. About 950,000 now claim them. Free school meals will cost about £18m this year and £28m next year.

Detailed calculations on the net income limits for families have still to be worked out, but Mr Frank Field of the Child Poverty Action Group said that parents would not thank Mr Hooley for the measures.

The take-up rate for free meals had fallen from 85 per cent of those eligible to about 75 per cent. Mr Hooley offered teachers little hope of big pay rises next year when he made it clear that pay settlements in the public sector would have to fit in with his new guidelines aimed at keeping the growth of national earnings to 3D per cent. Nor would restrictions on local authority spending be relaxed. Strict cash limits imposed earlier this year were to remain.



# Pay claims and cash limits

The Chancellor's July package marks the beginning of a period of uncertainty for the public sector. Mr Hooley keeps his fingers crossed and hopes against hope that there will not be a general wages explosion. It is already possible to spell out some of the immediate consequences.

An ingenious compromise has reconciled the full school meals price rise of 10p to 25p a day, due to take effect next term, but has softened its effect by capping the parental means test so that children will be eligible for free meals if their parents' gross income is no more than £500,000 a year. (This is half of many gains as now qualify; but only 350,000 now claim the free meals they are entitled to, so actual uptake is likely to be less than a full 500,000.)

The local authorities will have to find about £9m a year more to pay for the extra free dinners: all the Chancellor said about this was that discussion would continue on how to compensate them. It sounds as if some way will be found; the Government is well aware of the trouble which would follow if the extra money had to be found from savings elsewhere in local authority budgets.

The greatest uncertainty arises from the way in which the 10 per cent pay norm is operated. The door has been opened for much larger claims. Although the Chancellor stated that there will not be much scope for converting anomalies, there is no doubt that many claims will be put forward as special cases and that employers, including public authorities, will have the greatest difficulty in sorting out the most deserving.

Few occupational groups have a better claim to favourable treatment than the teachers who have been twice clobbered by the introduction of Payscale One, and have been placed at a quite unfair disadvantage alongside the Houghton-revived navy.

# Calling the tune

There is only one unexpected and significant sentence in Green Paper concerning the Government's reactions to the Layfield report: "The Government's view is that there is a case on grounds of national priorities for some modest increase in the proportion of Government aid payable on specific or supplementary grants, particularly in relation to the education service, therefore reducing the proportion paid on a block grant."

For more than 100 years the trend has been the other way—for specific Government grants for education to be gradually eliminated into the block grant to local authorities. The sudden reversal signalled by that sentence has been applauded by some educationists, but greeted with a cry of "no" by local authorities. They see it as a threat to local freedom. But is that alarm justified? Would specific grants in fact mean a loss of local freedom?

Between the wars, education was paid for through percentage grants. This meant that central Government paid some given proportion of spending on education which it had itself approved; for example, it might agree to pay 60 per cent of teachers' salaries. In 1923, when the grants payable for most other local authorities' services were cut, local education authorities were exempted from this cut. It was not until 1958 that the grant for education was finally assimilated into the general (now rate support) grant.

Education did fairly well out of the percentage grant system, but it also meant that central Government had a close check on how much each local education authority actually spent on education. Even under the new system—at least until 1974—it was still possible for central Government to exercise some measure of control. It could, for example, influence education spending by local authorities at least marginally by varying the amount that was included for education when the total amount of grant came to be calculated.

These calculations were based on a large extent on "need" generally defined in terms of numbers. Thus if central government had been, for sake of argument, estimating its education grant on the basis of £5 for each primary school child and £10 for secondary school children, it would have seen the number of school children in that authority and how that number was changing. On the same principle, changes in the number of children due to policy decisions—such as more money for in-service training—do not come through to local authorities as specific amounts of money they know they are expected to

spend. Similarly, there is no way the Secretary of State can tell whether any individual local authority is spending the amount she would like.

But the system is even cruder than that. Changes in the distribution of the grant due to the workings of the formula bear no relation to the amount a local authority may be spending on particular services either. The formula is such a way that if, as has been the case, inner cities as a whole are seen to be spending more money than say, county councils as a whole, the inner cities will get a bigger slice of the cake. But they would get it as a result of changes in the formula which specifically characterizes inner cities—say, declines in population—even if the extra money they had been spending was in fact on education.

It is impossible, therefore, for a local authority to consult the formula and work out for itself what it should be spending on a particular service. By the same token, it is impossible for central government to look at the amount an individual authority is spending on a particular service and say that it is too much or too little.

A return to specific grants would be one way out of this impasse. The advantage is that the money would be paid only if the service was actually provided.

The main objection to specific grants is that they deprive local authorities of discretion in allocating their expenditure.

But the freedom of the block grant is illusory. It is inconceivable that central government would pay out any money—let alone the £5,000m of the rate support grant payable this year—and then take no interest in how that money is spent. Because under the block grant system it has no financial sanctions at its disposal, it has created a vast range of instruments of administrative and legislative control.

Of course, on many issues there will be no disagreement—a case which will have emerged accepted by local authorities and central government alike. The freedom alleged provided by the block grant is meaningless unless it allows local authorities to differ from the consensus so well as to conform to it.

With specific grants, local authorities are, in a much more real sense, free to provide the services (and receive the grant) or not. Because central government does not pay the grant if the service is not provided, it need not feel obliged to ensure that local expenditure is allocated in accordance with its preferences. Local authorities can always continue to provide particular local services financed from the rates.

Richard Jackman is an economist lecturer at the London School of Economics and a member of the Centre for Environmental Studies review team.

# The heavy brigade

A noticeable feature of the Conference of Local Education Authorities at Brighton last week (back page) was the heavy-weight delegation from the Department of Education. The Permanent Secretary, Mr Ianos Hamilton, the team included Mr John Hudson, the deputy secretary who is the department's leading operative, and Miss Sheila Brown, the chief inspector who was also one of the main speakers. The latter, too, seemed better represented than last year when there were some ostentatiously economical absences.

The Department has regretted the passing of the Association of Education Committees, while recognizing that, given the facts of reorganization and the nature of expenditure management, the withdrawal of authority associations was inevitable.

# Letter to the Editor

Why 65 into 140 will go

Sir, Whoever edited your report on the proposed sixth form development at Horsforth obviously cannot have had his mind on the figures quoted or was it the result of a typo. A total of 65 for a sixth form entry grammar school, based on a 1979 figure of 140 for a developed sixth form.

A brief inquiry to the head would have revealed that the 50 A level students and 16 non-A (not by any means planned as following a course of study) represent 62 per cent of a fifth year of 156 pupils.

These were the school's original first-year admitted in 1972 when we opened as a West Riding secondary school.

At that time, selection at 11 still operated, the present day four- and five-form entry grammar school and three six/eight-form entry secondary schools, priority of parental choice being accorded to the more able end of the non-selective schools receiving a leaving of 40 selective pupils.

Selection was thus available to over 40 per cent of the age group. Conditions for the larger 1973 intake of 176 were similar, but by

# Never no more

As the school term ends, the corridors of memory echo with the jingled cry of "No more Latin, no more French, no more sitting on the old hard bench". With the Green Paper monopolizing attention, it is tempting to imagine future educational historians looking back on this traditional comment on the core curriculum and pondering its connection with the decline of classical studies or the higher criticism of modern languages in the comprehensive school. Was it, they might ask, evidence that long before the Taylor Committee launched its thunderbolts, the schools were being urged to take account of pupils' wishes? Did it betoken the stirrings of a new concern with

# Court rules

Education

Three of the teachers who figured in the William Tyndale Junior School controversy were finally sacked on Monday.

A Liverpool staff appeals committee of the London Education Authority upheld an internal tribunal decision that teachers—Mrs Dorothy McColgan, Mrs Jackie McWhirter, and Mr Steve Feltton—were guilty of indiscipline for their part in the dispute at the school in 1975 and should be dismissed.

The committee, headed by Mr John Branagan, heard appeals by the headmaster, Mr Terry Ellis, and the deputy, Mr Brian Haddow, earlier this week.

The chance of parents of the 550 boys at St Marylebone Grammar School keeping the school open was secured by Inner London Education Authority plans to close it now.

Three Appeal Court judges have ruled that the authority was not abusing its powers in dismissing the teachers, founded in 1972, should admit no more pupils and be gradually phased out.

Last month the parents' association obtained an injunction temporarily halting the LEA's plans. Lord Hanning, Master of the Rolls, ruled on Tuesday that the court had no right to interfere with the 1976 Education Act, which gave the local authority the power to close schools if it considered it necessary to do so.

The LEA should not be stopped from exercising its statutory powers of the parents succeeding in a full court action seeking a permanent injunction.

# Life still in White Lion

The experimental White Lion Street Free School in North London is almost certain to continue until next August following offers of money and support totalling £11,000 by the middle of this week.

On Tuesday the Inner London Education Authority decided by 18 votes to 15 not to grant-aid the school to the tune of £20,000 a year. On Wednesday the London Evening Standard published a front-page appeal asking for support.

The school, in a run-down part of Islington, has successfully educated 50 children for five years—many of them persistent truants to previous schools—and was threatened with closure when grants from foundations dried up.

Mr Peter Newell, a worker at the school, said all the staff felt the Labour-controlled ILEA was still the "logical source of funds", and they would continue to press for money, but they were confident by authority was the closest yet, with six Labour members going against the whip's instructions.

# Exam board joins the don't knows in debate over shifting standards

Exam board joins the don't knows in debate over shifting standards

Ensuring comparability of grades is made more difficult by the increased choice of options or alternative syllabuses for each subject and the greater variety of assessment methods schools could now use.

There is still a strong element of subjectivity in GCE examining, the JMB says. Discussions about examinations and standards in the Great Debate have often assumed achievement could be measured against some clearly specified standards of attainment. "Experience shows that examiners cannot easily define with precision the criteria they employ in awarding grades, and such difficulties have probably not even been attempted in the majority of existing examinations", it says.

For teachers to carry forward in their minds from year to year the yardstick to be used was not easy 30 years ago when examinations were relatively simple and criteria more homogeneous. Now it is even more difficult because of the variety of examinations and syllabuses.

There have been developments in objective testing and computers have been used to improve the accuracy of many aspects of examining, but it is debatable whether examining at 16 plus is more or less accurate now than 20 years ago.

It is not for the examining boards to decide whether consistency in public exams should take precedence over freedom in the curriculum, but it is an issue to be faced in the discussions taking place about core curricula and educational standards, the JMB concludes.

# Tyndale appeals turned down

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# ANNOUNCEMENT

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# Education

## AEC journal sold for £30,000

It is now certain that Councils and Education Press, which publishes the weekly journal Education and the Education Committee Year Book, is to be taken over by an outside publisher. This will sever the pleasant financial connexion with local authorities and their education committees.

A meeting of the executives of the Association of Education Committees, which owns the company, was expected yesterday to agree to sell their shares to the Longman Group for £30,000, probably with effect from August. Publications and advertising in the journal, which is published by the Association of Education Committees, will continue. Only the future of the British Journal of Educational Technology has yet to be settled.

There was hope that, once the deal was done, the future of Education had been separated from that of the AEC, it

would become the natural organ of the Council of Local Education Authorities, which replaced the AEC as spokesman for the local education committees of both CLEA's parent bodies—the Association of County Councils and the Association of Metropolitan Authorities—were in favour of this. They even carried out a poll of chief executives of local authorities, which showed a majority in favour of some financial support for Councils and Education Press.

But a meeting of the AMA policy committee last month turned the idea down flat. Although the ACC might have been prepared to go it alone, the financial position made a quick settlement essential and the deal with Longman went through.

There will be no obvious change in principles or policy.







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# Summer Projects



## Nowhere to play?

Wendy Higgins describes the National Playing Fields Association's part in solving this inner city problem

Play is vital to a child's development. Few people would argue with this. But enough thought is still not given to providing play space and play facilities. Housing estates can be planned and built with only the barest minimum of space allocated for children's play. Children often have to make do with space left over after planning. It is probably in the most inconvenient place on the estate, land that no-one else wants, that no-one else can use.

It is not only on new estates that children are likely to be denied adequate provision for play. The problem exists everywhere, in the decaying inner city areas and in the heart of the country, where open space abounds. Holiday play schemes are one way of providing a short-term solution and go some way to relieving the boredom, frustration, loneliness and isolation that many children experience during the school holidays.

In some areas where successful holiday play schemes have been run, it has been possible to establish permanent playgrounds. This should be the aim for most holiday play schemes. If there is a need for a temporary play scheme, there is usually the need for a permanent one. The National Playing Fields Association compiles annually a register of holiday play schemes and judging by the returns received this year from local authorities, there has been a considerable curtailment in the number of schemes being run. This is particularly sad because the

## Rural associations

son society to Britain, involves young people through active participation and education. In addition to residential camps, a number of regional offices have been set up to organize voluntary help for holiday periods. This year the Trust is holding a competition to encourage young members to express their views creatively about one of its historic houses. It will be divided into age groups, 8-11 and 12-16. Apply, NT Junior Division, The Old Grange House, Clivedon, Taplow, Maidenhead, Berks SL6 0RZ. Subsidized free admission to all trust properties. £2 for under 23 years; junior corporate membership £10 for groups of 20 and 2 teachers and special concessionary rates for an education authority which is prepared to have its own schools in its area and distribute literature on behalf of the trust. Watch Club is for boys and girls aged 8-15. It is run by the Watch Trust for Environmental Education and sponsored by The Sunday Times and the Society for Protection of Nature Conservation. Their current magazine, Watchword, is geared to the holiday period. Sub £1 to Watch, c/o SPNC, 22 The Green, Northleam, Lincoln, LN2 2NR. Waterway Recovery Group helps to restore Britain's waterways. Thirty voluntary groups spread over the country are coordinated through newsletters published bi-monthly with details of forthcoming working parties. The Editor, Waterway Recovery, The Court, Westworth Avenue, Finchley, with minimum subscription 50p p.a. (Only 25th parties.) Wildlife Youth Service is the junior branch of the World Wildlife Fund. A special section in the magazine, mostly projects, competitions and suggests activities such as examining hedgerows. For membership details of WYS, write to Wildlife, Wellington, Surrey.

# Summer at the National Portrait Gallery

Angela Cox and Eileen R. Hooper-Greenhill

The National Portrait Gallery has established a consistent pattern and standard in its educational activities since the inception of the education department in 1970. The steady bulk of the work is with classes of school children during term time, brought by their teachers for purposes closely related to their work in the classroom. Groups vary from very young primary school children coming to see portraits of personalities they know from their project work to academic sixth form groups doing intensive studies at pre-university level.

Many children recognize instinctively that the portraits in the gallery have been created for and maintained by class interests very different from their own, but they are intrigued by the value of the paintings as historical documents or archaeological records. As the policy of collecting portraits is determined by the reputation of the sitter, rather than by the quality of the painting as a work of art, many of our pictures fall outside the category of fine art. Thus the more class often clouds the understanding of paintings within the fine art tradition is minimal.

The portraits are explained in such a way as to give due credit to the creative imagination of the painter, where appropriate, but also to locate the paintings firmly within their social and historical context.

An example of this treatment is the popular school project of Samuel Pepys. The starting-point is the well-known portrait of Pepys by John Hales, for which the sittings are colourfully described in the Diary. The children study the portrait of Pepys's famous contemporaries with extracts from the Diary that help to bring these personalities to life.

As an extension of their experience to the gallery, the children follow a history walk that covers local streets and buildings associated with Pepys—his house in Buckle Street, the York Watergate



Practical activities include drawing details from the family portraits.

on the Victoria Embankment and, most spectacular of all, the Banquet House in Whitehall. The project began as a voluntary summer holiday activity in 1975, and like its successor in 1976, the eighteenth century life (Two Sides of the Coin), this became a basis for organized school visits.

We, at the National Portrait Gallery, benefit much from these summer holiday events. They enable us to develop with children activities within a specific area of the gallery. We try to follow up activities, such as teachers might do in the classroom.

The project for this summer will examine the paintings and drawings in the Victorian rooms, with the aim of trying to understand the ideas that developed during the nineteenth century, that still affect social life today.

The project Victorian Days will run from August 3 to August 17. Although the work will be based at the National Portrait Gallery, visits will also be arranged to other museums to investigate further certain aspects of the period. A day at the Geffrye Museum will involve looking more closely at the experience of the nineteenth-century family, and a visit to the National Army Museum will investigate the lives of Victorian soldiers engaged in winning the Empire.



# Come and see us yesterday.

The London Transport Collection is at Syon Park, Brentford. It's a unique collection of exhibits associated with London Transport over the years. Early steam and electric locomotives and rolling stock, horse buses, motor buses (including the famous 'B' type), trams and trolleybuses. The display is complemented by a selection of historic transport posters covering over fifty years, signs, tickets and models. Open: 1 October to 31 March, from 10.00 to 17.00 or dusk (whichever is earlier). 1 April to 30 September from 10.00 to 19.00. Admission 30p (Children 20p). Last tickets sold one hour before closing time. Underground to Hammersmith then bus 267. Or to Gunnersbury then 117 or 267. On Sundays E1 and E2 run beyond Brentford to Syon Park. British Rail to Gunnersbury or Kew Bridge, then buses 117 or 267; or to Syon Lane, then walk. For special party arrangements, telephone 01-560 0882-3 or write to: The Garden Centre, Syon Park, Brentford, Middlesex.

# There's a lot to learn from Longleat House

Home of the 4th Marquess of Bath, Longleat House is a superb example of 17th century architecture, masterplanned by Sir Jeffrey Wykeville at the beginning of the century. Famous for its beautiful ceiling, installed in the Victorian era, it contains important 18th and 19th Century furniture and paintings by Titian, Rembrandt, Lawrence and Gainsborough. NEW! Make Longleat a power house for your history lessons with our new Study Ducks, each containing a year's educational material for teacher and pupil alike. Based on Longleat House and its precious contents, the Pack provides an engaging and unique approach to the teaching of history. EXCITING! Our new Pleasure Walk Nature Trail with its many trees, plants and animal life, has been specially prepared for children aged 9-13 years. DON'T FORGET! The Longleat Safari Route Ship will be of great educational value on your tour through the famous Park. IT'S HERITAGE EDUCATION YEAR! School parties will be welcome at Longleat at all times during this special year. For details of our school party rates, catering facilities, our educational packs, or any other information, please contact: The Comptroller, Longleat House, Warminster, Wiltshire. Telephone: 01264 85111. Maleson Roadley SS1.

# Holiday drama projects

Peter Fanning looks at two lively alternatives to seaside theatre

The summer shows are on their way, come rain or sun or Pouter Ice-cream Gauding, Petror in clean Tans and floe dorned smock; pop-ops and lollipops, deckchairs and blankets like Blackpool Tower, blithely like big brother in the gloaming. But sitting and watching is only half the story. Many summer shows involve doing as well. And in the classroom, so in the playground. Involvement means more than yalting "Ee beind yer!" through a mouthful of crisps. One play scheme which attempts to go the whole hog and involve children from five to 11 is the Magic Circus, which is based on Sevenoaks as part of the Sevenoaks Play scheme.

The hero's ring was stolen by a wicked demon—the children continue the quest for the ring. In the best traditions of theatre in education, the quest spreads in many directions. The journey is long and incident-packed. There are monsters to be encountered and castles to be stormed; castles and monsters are painted and constructed; rivers are forded, fortress walls are scaled. Meanwhile folk-singers, conjurers and a host of other characters meet the children at different stages of the journey. With the ring recovered, a parade around the village green celebrates the journey's end. Pierrot appears to round off festivities with another short play and the troupe moves on.

One afternoon out of six weeks perhaps, but by spreading their presence so and so, the group entertains and involves 700 children during the course of the whole holiday—children who because they live some way out of town are generally the most deprived of such dramatic fun. This year's Magic Circus enterprise involves "two villages who try to raise money by setting up a carnival-type entertainment." All bodies well for another successful year—over 100. Last year's venture included a treasure hunt, followed by an open ended play.

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ABC Travel Guides Ltd., Oldhill, Dumfries, Scotland. Telephone 0562 800111.

# Balancing the books will hurt sacred cows

from Thomas Cahill

NEW YORK

The elaborate American ballet between President and Congress by which major legislation is finally enacted has undergone considerable reorchestrating because of President Carter's announced intention of balancing the Federal Budget within five years.

This seemingly impossible objective has led Mr Carter to cast a cold eye on many of his own party's favourite programmes—the so-called "pork barrel" of Federal funds that, judiciously bestowed on their various constituents, helps to keep the Congressmen in office.

Mr Carter's unambiguously rationality in designating certain programmes for the axe has raised Congressional tempers to a high pitch, with cries of "disturbly" in reply and "nubite" being among the few printable allocations.

Mr Carter, however, is learning to compromise—something he perhaps had in mind to do all along—and the largely Democratic Congress is learning to think of some of its most sacred cows as expendable items.

Recently, the President, who had been threatening to veto a \$16.3 billion Appropriations Bill for the funding of the Federal Departments of Health, Education and Welfare (HEW) and of Labor,

# Concern over growing study demand

by David Dungworth

The 15 Social Democrat members of the Bundestag who are responsible for formulating and coordinating the party's national education policy have taken the unusual step of issuing a joint declaration on the problems caused by the record numbers of school leavers currently seeking study and training places.

They detect growing feelings of resentment and apathy among young people as the competition for higher and vocational education intensifies.

Counter-measures are urgently required since the school population will not reach its peak until 1980 and the number of university students is likely to continue to increase until 1985.

Fifteen years ago only 6 per cent of teenagers were able to fulfil the requirements for university entrance; this year the proportion is 22 per cent. A third of those qualifying nowadays do so not via the grammar schools but through courses of comparable standard provided by technical and further education colleges.

These developments have been welcomed by all political parties but it is only recently that their consequences have been appreciated. The job market is unable to expand at a comparable rate and as higher education has in the past been a virtual guarantee of well-paid employment, today's young people feel themselves cheated of the opportunities enjoyed by those who completed their education before 1976.

The immediate need is to secure an adequate supply of college and training places so that school leavers can first obtain the basic qualifications for their future profession. Universities should therefore introduce the temporary "overloading quota" to which they agreed last year and if necessary the Federal Government should enforce the industrial training levy to encourage employers to provide more apprenticeships.

In the long term the SPD politicians call for a fundamental change of attitude in the country as a whole to ensure greater equality of opportunity. They suggest a number of ways in which progress towards this ideal can be achieved.

Comprehensive schools should eventually replace the tripartite system in all Länder. The comprehensive must, however, be properly staffed and financed and not be forced to compete on unfair terms with other types of school.

In vocational education better coordination is needed between the regulations governing apprenticeship training and those of the Federal Republic and the outline syllabus for vocational schools drawn up by the individual Länder.

The Federal and Länder governments should make available a sum of DM7,300 million (about £575m) in order to create a "vocational training year" for all school leavers who are unable to find jobs or training places.

Universities should increase their student intake not only by making maximum use of their present resources but also by rationalising the content and reducing the length of degree courses and by a willingness on the part of staff to spend more of their time on teaching and less on research. A structural reform of the Federal Educational Grants Law should be carried out to benefit students and their parents in the lower income groups.

# Private schools may move for state aid

from Dalbert Hallenstein

MILAN

A Vatican document on the international role of Catholic education just published in Rome has been interpreted by many Italian educationists and politicians as the beginning of a campaign to obtain State finance for Italian Church-run schools.

The 34-page document, prepared by the Catholic Education Congress and entitled *The Catholic School*, speaks about the present "unfortunate" tendency towards a "class structure" in Catholic education in those countries which still do not subsidize religious schools.

The document complains that the children of the less well-off are often excluded from a Catholic education because "in some nations the economic and judicial situation in which they must work, are forcing them to themselves, thus educating mainly the children of the well off."

The Italian Constitution forbids State finance in private schools and therefore the document has been widely interpreted here as an appeal for change.

The timing of the release of the document has also been interpreted as significant in Italian political terms. At this moment a reform of Church/State relations is under way. The Christian Democrats, who in 1929 pledged to reforming the 1929 Mussolini/Vatican Concordat which still regulates Church/State relations in Italy.

Among the issues which are now being discussed is the role of the Church and religious education in Italy's State education system (ZES, March 18).

The publication of the document also comes soon after the Italian Communist Party has reached a

wide-ranging programmatic agreement with the governing Christian Democrats. In its increasingly successful attempt to bring about a "historic compromise" with the Christian Democrats by openly participating in Government policymaking, the Communist Party wants to avoid any possibility of a head-on confrontation with the Catholic Church.

It is hardly surprising, therefore, that the proposals of the Manpower Services Commission's Holland working party have received such widespread approval; and that the government have acted with such commendable speed in adopting them for implementation.

While in no way wishing to denigrate the short term, ad hoc schemes of the past 18 months, their main objective would appear to have been to provide young people, at almost any cost, with some alternative to idleness. The Holland proposals on the other hand, represent an imaginative attempt to rationalize those developments into a constructive and coherent range of progressive training and work experience opportunities; and to do so on a large enough scale and on a sufficiently long-term footing to make a significant impact.

Particularly welcome is the emphasis given to improving the counselling, further education and training services in the programme and the moves towards more locally unified operational units in an attempt to ensure that the schemes provided do in fact meet the needs of those unemployed. It is these two points in particular on which I should like to comment.

The education service is anxious and willing to respond to this challenge.

PARIS

More than 100,000 teachers in France's private schools stand to gain most from the new Government subsidies voted last month aimed at bolstering the French private school system.

It took the French National Assembly an all-night session to finally pass the Bill by 292 votes against 194. And as *Le Monde* pointed out: "Winover the results of the elections next March it would be hard to imagine any Government seeking to overthrow the new rights finally granted to private school teachers."

Training charges for private school teachers, most of whom train in Catholic colleges, will now be the responsibility of the state. For two years the social benefits for teachers in the private sector were reduced and their pay was brought into line with that of state teachers. And recently the pay of private school teachers was left entirely in the hands of the state administration having a right of veto. (In state schools the head is sent a typewritten list of the beginning of the school year and has no choice as to the teachers he or she has been assigned.)

The new Bill also covers special grants to enable private schools to set up technical workshops and laboratories required under the new Haby reforms.

# School to work: only cash can count

Sir.—A great deal has been written in recent months about the problem of youth unemployment. There is now general recognition that this is not only one of the major issues of the day but that it is one which is likely to remain with us for some time to come.

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longer has in the present financial situation its capacity to do so on the scale envisaged without a substantial injection of additional resources may well have been overestimated. Certainly the amounts so far announced by the Secretaries of State for Employment and Education hardly seem sufficient to meet the need.

In Somerset, for instance, it is already clear that we shall have the greatest difficulty in meeting the demand for normal further education courses; this coming autumn, let alone be in a position to contemplate any further expansion. Yet further blurring of what constitutes normal further education provision and those training courses falling under MSC sponsorship may present even greater difficulties and funding anomalies.

The payment of a fluctuating allowance for young people participating in all Holland schemes is a desirable development in itself but it could constitute a considerable disincentive to some students continuing their full-time education beyond 16 even where it is clearly in their interests to do so. It is encouraging to know that Mrs Williams has this point very much in mind and is currently considering how best to meet it.

The recognition of the crucial role of the local authority careers service in the effective implementation of the proposals is also greatly to be welcomed. However, the resources of the service are currently stretched to the limit and it is unrealistic to expect it to undertake the kind of role which Holland envisages without a substantial strengthening. The initial strength-

The Holland proposals are necessary and immediately both in the interests of young people and of the nation. Recognition of the vital contribution of the education service to their effective implementation is greatly to be welcomed. But there must be equal recognition of the needs of the service if the proposals are not to be put in jeopardy.

This not only means adequate resources but operational units based on individual L.A.s across in order to ensure that these resources are used to the greatest effect. If the reasons for not doing the latter are an grounds of cost it would seem a pity to risk spoiling a pretty expensive slip for the sake of the smallest amount of tar.

TONY DOWSE-BRENNAN,  
Chairman,  
Somerset Education Committee.



"Oh that I had" for the multiple choice questions.

# Oxbridge odds swing against state pupils

Sir.—In the days of mixed ability teaching, integrated studies, faculty systems and community education it is not surprising that, in some quarters, little or no time is devoted to the special needs of the bright, as opposed to the brilliant, students in the state system. I should, therefore, like to voice my concern of a trend which, if allowed to continue, will seriously inhibit the aspirations of some of these pupils.

Until about 10 years or so ago, the Oxbridge entrance system was heavily weighted (disgracefully so in my opinion) towards pupils at independent schools. Unless a pupil in the state system was really gifted, he had little chance even against the average boy in the independent sector. On no account, among others, was the standard of the examination papers which was geared to the seventh-term candidate.

To be fair, I know that many college admission tutors were very concerned at the imbalance of their intake and the introduction of aptitude tests for fourth-term candidates (i.e. pupils from schools which could not provide a third-year sixth) illustrated this dilemma very clearly. At last the state candidates had a chance to compete for entrance (not awards) on more equitable terms and there was an increase in the flow of good candidates to Oxbridge.

However, it does now seem there is a growing trend for the independent schools to raise the level of candidates in the fourth term of A level studies. This may be due to pressure from parents who are not prepared to pay fees for longer than is necessary or it may just be that these schools want to attract the cherry-ripe. Whatever the cause, there is no doubt that if these schools employ their considerable resources on fourth-term students, the state candidate will be at a distinct disadvantage since I cannot imagine any head teacher having staff to cater for extra teaching. Consequently Oxbridge will once again become the preserve of the independent sector. Since there is no way that any examiner can make allowances for the non-coached candidate.

I am not calling for special treatment for pupils from schools like mine. I just want them to compete on equal terms. Since I would not want to see the special Oxbridge papers abolished, I cannot think of a solution to this problem. Can any admissions tutor suggest one or two?

R. J. ENGLISH,  
Bowler Grammar School,  
Worthington.

# Unfair deal for those who went down the mines

Sir.—There must be many teachers who were conscripted into the mines after August 1945, or who volunteered for service there in response to the national appeal. To those men, clear undertakings were given that they would be treated in the same way as if they had entered the forces. The promises were honoured in such matters as demobilisation and postwar grants but recently, the 1974 concessions for superannuation (allowing some time that service to be bought in at normal rates) have been applied to those in the forces but not to those in the Bevin schemes.

This injustice was the subject of a Parliamentary debate on June 16 (Hansard Vol 933 no 120) when Mr Keith Robinson eloquently put the case. The Minister did not deny that promise had been made that had not been honoured. She maintained, however, that if the pension concession was extended there would be others who would have an equally strong case for inclusion. In other words, the Minister said Government has to be broken.

May I ask your readers who are affected by the superannuation legislation to respect of service in the mines to write to Mr Rathbone at the following address:

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An ILBA exhibition and articles in several educational journals on this subject received a great deal of publicity last year, as did the creation of a mode 3 CSE in pop music at my own school. In addition, a textbook (The Pop Book) is to be published later this year by Edward Arnold Ltd.

Clearly it will be some time before many schools and teachers begin working in pop, though there is no doubt that great work has already been achieved by a few. The correspondence that I and others have received proves there is already a tremendous amount of real interest from many teachers, as Mr Fitzgerald suggests, but simply want to know how to approach it.

PAUL FARMER,  
Head of Music,  
Holland Park School,  
London W8.

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Surely at this time of uncertainty it is important that teachers stop looking inwards and consider to a golden ore of high status: get together with parents to share their mutual concern, so that our children may derive the greatest benefit from the education that is surely their birthright.

MARY BARNES,  
28 Mileham, Leighton Buzzard,  
Bedfordshire.

# Mornings only?

Sir.—I feel that Mr Robertson misses the point, (Letters, June 10) that the question of doing properly involves long hours of work outside the classroom.

Therefore, I heartily support Mr Ellington's proposal in his letter to introduce 8 am to 12 pm schooling. Having also experienced this system in Germany, I can confirm that teaching standards are improved and pupils can complete their homework and still enjoy some fresh air.

Of course, as far as teachers are concerned, it is not only the free afternoon which attracts them "marking time" but also the fact that

# Free expression

Sir.—One of the things I like best about this country of ours is our freedom and right to express our views both out loud and in print. When in the Tyndale Defiance Committee are able to put their advert in your paper.

Fair's fair, though. Teachers aren't sacrosanct. What about a defence committee for the children whose educational past, present and future may have been harmed?

JUNE WEBB,  
58 Queens Gardens, Reisham, Essex.

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### Boost for independent staff

from Joan Smyth

PARIS

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### Spending lags 'far behind' European average

from Mario Modiano

ATHENS

The Greek Opposition has been arguing that the share of the Gross Domestic Product that goes to education must be doubled if Greece is to catch up with the average in the rest of Europe.

But Mr George Rallis, the Minister of Education, says that the ratio of 6.8 per cent of the GDP to national defence and 3.8 per cent to education is adequate.

The controversy was touched off by a recent seminar on education organized by the Democratic Centre Union, the main Opposition party; its central conclusion was that the nation could afford and should double state investments for education.

Mr Rallis disagrees. "In 1975 (the last year for which there are definitive national accounts), the State spent 17,700 million drachmas (€285m) on education. That is 2.63 per cent of the GDP or 12.5 per cent of total government spending.

"Private education spending was 8,300 million drachmas or 1.23 per cent of the GDP—making a total of 3.86 per cent of the GDP.

"It is not possible, we want to increase credits for education, but I believe

### Unfair deal for those who went down the mines

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### 'To' bad

Sir.—While many will agree with the substance of M. G. Holding's argument (July 8) that a simplification of the English spelling would benefit both the teacher and student, this choice of the word "to" is interesting. The different spellings of "to" were unfortunatly chosen.

There are, of course, no homophones involving "to", "too" or "two" certainly, but both are quite distinct in sound (and stress) from "to" except in the mouth of a non-native speaker.

Mr Holding suggests, however, that the DES is made to involve the choice as persuasive homophones in the "to" (and stress) words. The spelling of the two compared to be slightly interesting—"to" and "two".

R. J. SPENSLEY,  
Prescot College of FE.

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Surely at this time of uncertainty it is important that teachers stop looking inwards and consider to a golden ore of high status: get together with parents to share their mutual concern, so that our children may derive the greatest benefit from the education that is surely their birthright.

MARY BARNES,  
28 Mileham, Leighton Buzzard,  
Bedfordshire.

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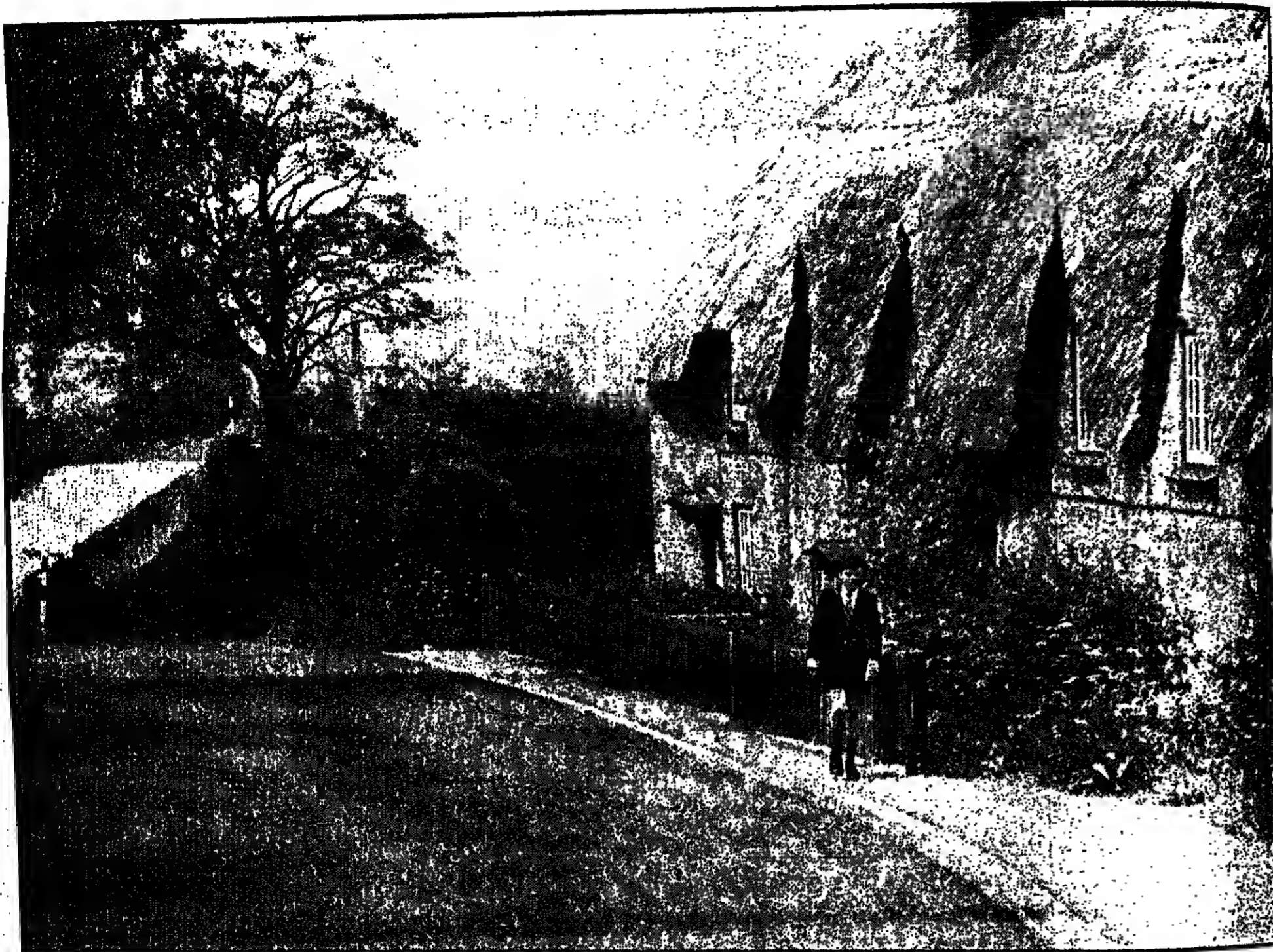
### Free expression

Sir.—One of the things I like best about this country of ours is our freedom and right to express our views both out loud and in print. When in the Tyndale Defiance Committee are able to put their advert in your paper.

Fair's fair, though. Teachers aren't sacrosanct. What about a defence committee for the children whose educational past, present and future may have been harmed?

JUNE WEBB,  
58 Queens Gardens, Reisham, Essex.

# Death to the villages?



Have village schools a future? What effect does their closure have on the rest of village life? Francis Beckett looks at some attempts by teachers and parents in Norfolk to save their threatened schools

The Jubilee party in the small village of Gissing, Norfolk, was not a joyous occasion. The party was held in the village hall where the village can "all meet—the doomed village school. The school will not reopen in September, and the village does not know whether it can keep the building. "It may have been the last time the village was together", said one sadly.

Norfolk's farming villages are the latest, and least likely battlegrounds over cuts in education spending. The council admits to likely closure for up to 50 of them; local campaigners claim the two hangs menacingly over 200 schools, and that by the mid-1980s, 7,000 children between five and 11 will be bussed to schools several miles away.

Some schools have been saved. At Aldeby the scheme to close the school and

bus the children to Wheatacre was scrapped—in favour of a scheme to do precisely the opposite. One Aldeby parent summed up the mood of the village—and, increasingly, the mood of the county: "All the Wheatacre people we shall continue to fight with them." They did, and the council is thinking again.

Gissing was a fairly typical village school. It had two teachers and 28 children aged between five and 11, working in an ugly, but solid and comfortable, Victorian building.

Nearly every one of the 200 inhabitants signed a petition to Shirley Williams, who is trying to keep the school. South Norfolk District Council supported them—breaking the tradition not to oppose the county council in an educational matter. The district council's stand came about because of the presence of a lifelong socialist, who learned his politics and his educational concern from the most famous of all rebel establishments—the Burston Strike School.

Tom Potter was the youngest of the six Potter children who, when the two teachers in Burston were dismissed for their help in organising local farmworkers into a union, led the other children out on strike in 1914. They founded the Strike School, where the two teachers, officially disowned and paid by the NUT, gave Tom all the education he ever had. The building is now a monument to labour history, across the green from Tom Potter's vil-

lage store. The official school which replaced it is now to take Gissing's children.

The county council's arguments are an odd mixture of economics and educational theory. Small schools, it is argued, do not provide the range of facilities and mixtures of age and ability the children need. At the same time Gissing, compared with town schools, has a favourable teacher-pupil ratio. It is claimed that closing it will save £300 a year for each child.

But Gissing's children will be bussed to Burston, where the school will have to press its children into service to deal with the influx. Desperately trying to show that their school was viable, the parents pointed out that the school population had increased by five in the past three years.

Still, Shirley Williams approved the closure. If she had thought of helping the beleaguered school, the local authority might have quoted back at her the concluding words of her department's circular *Falling numbers and school closures*: "The general policy of the Secretary of State will be to approve proposals to cease to maintain under-used schools."

"But 'under-used' is an unusual expression. The DES and the county council claim that many schools are not attracting enough pupils. But Molly Stiles, the redundant teacher who chairs the Friends of the Village Schools, says this is a self-fulfilling prophecy.

She points to Shelton—now granted a

temporary reprieve—as an example. It has 53 children aged between five and 11. Neighbouring Aslacton has 70. The idea is that the eight-to-11-year-olds will be creamed off from both schools and sent to a nearby middle school. Once this has been done, Shelton will have to close. It will be uneconomically small.

But Aslacton, too, will be substantially diminished and permanently unsure of its future, and therefore not the most attractive proposition to parents and teachers. How long before Aslacton is officially regarded as a dying and inevitable school?

On that reckoning Molly Stiles and her husband, head teacher at another village school, believe that 200 schools are in danger, not the officially admitted 50. Once the nine to 11 age-group goes to middle schools, any school with an annual intake is likely to find itself with fewer than the magical 30 pupils—and therefore a candidate for closure.

They are unlikely to go quietly. The Gissing campaign—probably the hardest-fought yet—taught parents certain lessons. Margaret Phillip, a leading Gissing campaigner, summed them up. "I really thought the Secretary of State might step in and stop it. We did everything legal. I'm not a militant person, and I thought we could do it in a reasonable and civilized way. The next village in line will have to do something else."

To start with, says Molly Stiles, "you have to watch your head teacher like a

# Children in distress

John Petherbridge reports on what schools are doing to meet the needs of children of battered women

Leaving a violent home and going to live in a refuge for battered women is a traumatic experience for children, especially if they have witnessed acts of brutality against their mother. Since most women, living in the hundred odd refuges throughout the country, have children with them, a number of schools have had to face problems peculiar to this situation.

No single approach has been adopted. Activities for the children in refuges are organized differently, depending on the availability of resources and voluntary or paid childworkers. Although there are an estimated 2,000 children in refuges, there has been no national study of their needs. Discussion has been limited to workshops of National Women's Aid Federation conferences and meetings of childworkers from different refuges.

Low, mother of six-year-old Ooki, went to the Wandsworth refuge three months ago. She explains how she and her daughter felt when she arrived: "For Ooki it was difficult because she didn't have her toys and other things around her, and she had to adjust to all the other people in the refuge. It was almost too much at first, we had to share a bedroom with a woman who had four robust sons, and we were both in a bit of a state of shock."

Sandra, another mother, described the effect on her two young children. "It made them unsettled, they saw I was under a lot of stress and they became insecure... only now after four months are they beginning to settle down at school. At first the crowding and the noise made it exciting for the children but conditions make it difficult to establish any routine."

Sandra's and Lon's children attend a local primary school, where the headmistress talked about the problem.

"We deliberately don't get in touch with their previous schools to obtain school records, so that the children's whereabouts can remain secret. We therefore have no prior record of their abilities. Here we are fortunate in having a 'nurture' group into which some children can go when they start school. This is for children, not just from the refuge, who would be lost in a larger class. The group has two adults for nine children. When the children are ready we filter them into normal classes. I believe this has been of particular value to the children from Wandsworth Women's Aid."

Barbara, a childworker at the Wandsworth refuge, says she thinks it is important that the children go to school as soon as possible after arriving at the refuge. She feels it gives them security and continuity, and that getting them involved with other children outside the refuge helps to relieve some of their anxieties.

So nationally, trade unions concerned include not only the National Union of Teachers—which believes that rural areas ought to be given some of the money allocated to educational priority areas—but also the National Union of Agricultural and Allied Workers, representing rural workers.

Both unions welcomed the disappearance of all-age schools—the old village schools which taught a few children from the age of five until they finished their schooling at 14. They are happy to see children over 11 travelling to schools which are better equipped to teach them. But when it comes to primary schools, closing village schools looks like either a cost-cutting exercise at the expense of the children and the community, or a piece of social engineering which will rapidly deplete the countryside.

"Gissing" says Tom Potter, "is a dying village. They're closing the rectory, closing the school, the church hall may go up for sale, they've turned down planning permission for six new houses."

The death of the village schools brings with it, say the people who live there, the death of the villages themselves.

had become much less violent. The head of Belmont primary school, which has taken pupils from the Chiswick refuge since it opened in 1972, was not sure about keeping the children off school.

"I think it's very important that you establish a structure for the children, as school does. I appreciate there is a problem of truancy, that many mothers don't stay long at the refuge, but I think there is a danger of the children being over-indulged at the playschool. They need models from other children of their own age; you don't want the undisturbed child modelling itself on the disturbed child."

He estimated that about 80 per cent of children who came from the refuge needed remedial teaching, while at another primary school near by the remedial teacher reckoned that 50 per cent of children from the Chiswick refuge required her help.

A Bromley headmistress, with children from the local refuge in her school, said she thought that most children were so distressed and disturbed, their learning was severely restricted by emotional problems. Some, she thought, had almost reached the point of being "mal-adjusted" because of their emotional problems. But she added that children can be more distressed living in a breaking home than a broken home.

Like the other heads, she thought the principal problem was that the children were rarely at school long, though to benefit from it, though their attendance record was good. Only infrequently does a mother leaving a refuge get rehoused in the same area, and it is rarely possible for young children to travel far to school.

Most children of refugees are under 10. Only four of 35 children at the Wandsworth refuge were over, and they were all continuing at their old secondary schools. Travelling is not such a problem, and the risk of being teased by their former much less than it is for younger children.

Refuge life has particular problems for adolescents. The crowding and lack of privacy can be traumatic. Being forced to share a bedroom, but only with one's mother, brothers and sisters but also with another family is common. There are few quiet places where a child can concentrate on homework or reading.

If a child cannot go back to its old school, starting at a new one is more difficult for the older child, particularly when he or she is feeling insecure. Whereas the attendance of children from refuges at primary schools is good, the school counsellor at Chiswick Comprehensive, for example, said it was poor. But he did not think the children had any common behavioural problem apart from generally being quiet and withdrawn.

Andrew, a 16-year-old, who was at the Wandsworth refuge last year, was unable to apply himself to studying for O level and CSE exams. Although he took them, he has not bothered to return to the school to discover his results. Previously his teachers had talked of him getting a place at university. His mother believes that though finally Andrew began to feel secure, and apprehensive about leaving the refuge, the conditions were far from ideal for adolescents like him.

"School is not organized to deal with short-stay pupils. Nor is it necessarily the most suitable place for emotionally disturbed children. But schools can and do help many children at refuges to adjust to their new situation. And for many children living in a refuge can become a positive experience.

"I found it strange at first because of all the boys and girls, but now I've got lots of new friends", said six-year-old Ooki. Her mother echoed her remarks. "It's altered us for the better. I say that without a shadow of a doubt. Our relationship is much stronger, and we do more things together. We're now better prepared to live in a flat together on our own."



hawk. If the hood dies, retirees, has a baby, then they'll pounce."

Norfolk is not alone—though it is probably the county with the largest number of village schools and the greatest determination to defend them. Information nationally is hard to come by, though the Council for the Protection of Rural England is doing its best.

Parents and teachers in rural parts of Shropshire, Cumbria and Northumberland have become alarmed at threats to their schools. In April Liberal MP Alan Beith made an impassioned plea in the House of Commons on behalf of beleaguered schools in Cumbria. Whether the fight against closures will be effectively nationally coordinated before it is too late remains to be seen.

Local feeling is not taken too seriously by the DES. "Proposals to close schools" says its circular, "often evoke a considerable and understandable local reaction... (but sometimes) a resolute approach to closure is in the best interests of the children." Especially, perhaps, where it solves a few bob.

Underlying all the arguments about money and educational theory is the fear of the threat to rural life, the fear that villages will become ghost towns. The schools are not only the centres of village communities; they are also the main attraction for young people to come to the village and to stay in it—and if young people do not come, the villages will surely die.

"People talk about the drift from the



# The unacceptable face of publishing

Dorothy Kuya argues that many new books for schools are simply more colourful versions of earlier texts which inculcate racist and imperialist ideas in children

It is six years since I started evaluating school textbooks for racial bias, keeping a close watch for distortion and omission of facts. I am concerned at the failure of publishers to update their material, to make it more appropriate for multi-racial schools.

All children have to attend school for 11 years, and if they see no other kind of book, they will see and read a school textbook. These will have been chosen by teachers from a publisher's list or exhibition. Many of them have been and are still written by teachers, heads and ex-HMIs.

Yet teachers have not been trained to handle biased material. They are often insensitive to racist content. Many school books written in the seventies appear to be more colourful versions of books written in the forties, with no change of approach in the handling of subjects, or the ideas within them. Colonial poses are struck; the white man is still in charge.

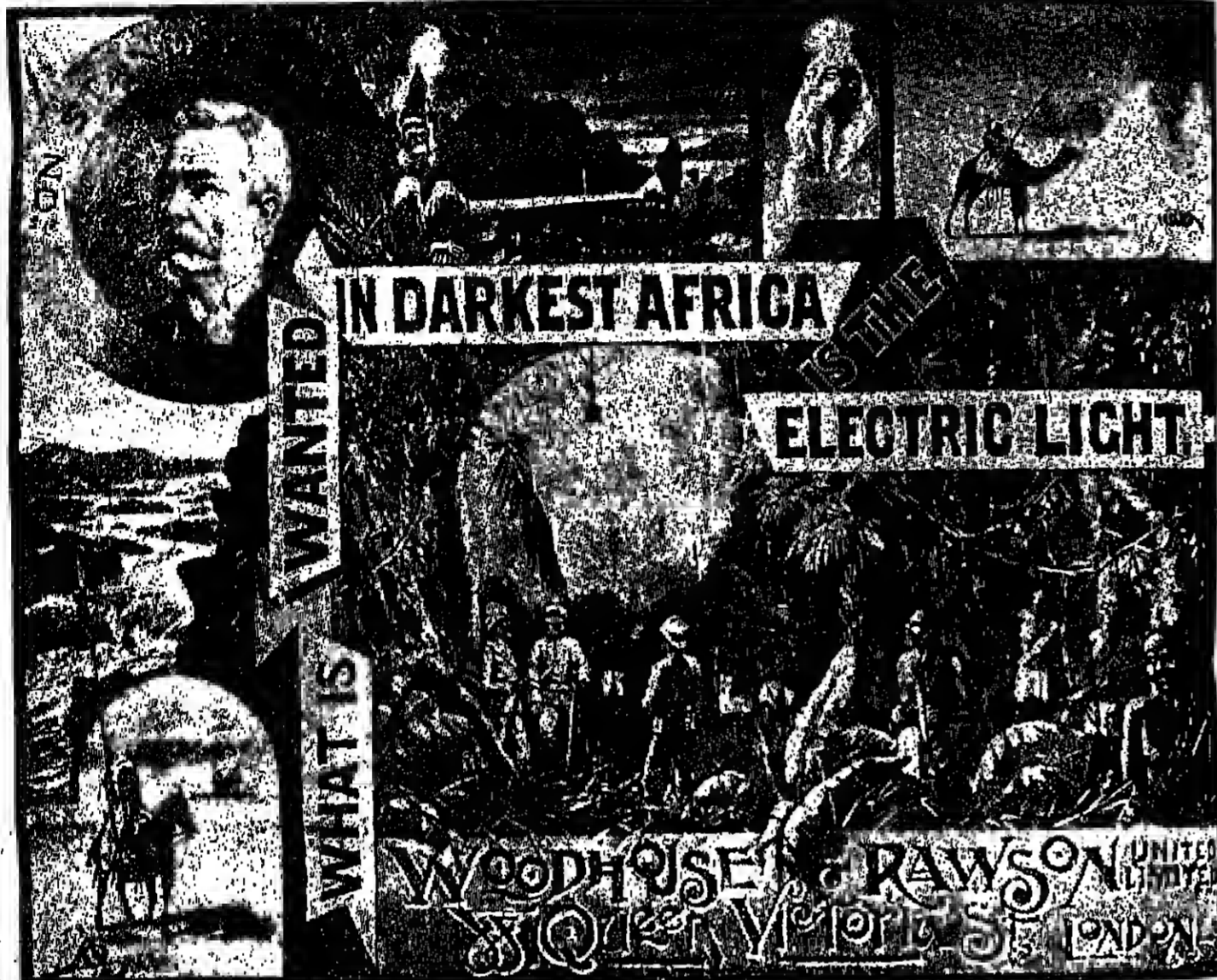
It would be wrong to suggest that all writers of books for children are wilfully out to corrupt them, or that all teachers are deliberately out to undermine the culture and identity of children of overseas background. But we need to recognize that the formation of beliefs and the acquisition of knowledge and cultural attitudes become to a large extent subconscious acts. Children acquire attitudes and values from adults around them; for a variety of reasons, they are not able to contradict information given them in schools.

There is nothing wrong, at least with older children, in using some of our 30-year-old classics, or our 40-year-old textbooks, as long as they are approached with a critical awareness of the social and political ideas they convey. But teachers must give a lead in creating this awareness. As Bob Dixon points out in his new book, *Catching Them Young*, no matter when books were written, we have to apply contemporary standards in evaluating them.

School textbooks, instead of giving children facts about the world in which they live, and helping them to appreciate and respect other people's cultures, are riddled with imprecision and self-indulgence, distorting facts to bolster the writer's chauvinism. Political events are evaluated from a Western viewpoint; rarely, in discussion about countries in the Third World, do we find raised issues such as oppression by the West, or expropriation of land.

It is not surprising that adults in Britain are unable to understand the politics of Africa, or that we are given a racist rather than a political analysis of General Amin's behaviour. The West has helped to make him what he is: Britain was the first to recognize his regime when he overthrew the previously elected government. A political evaluation of what is happening in Uganda would require a self-critical approach, which most British writers are unwilling to make.

Books for children have on the whole failed to convey the truth about the European role in Africa, the West Indies, Asia, South America and the Far East. Traditional authors have failed to make today's books more relevant to the world in which our children are growing up. We must have literature which will help to create an understanding about what is happening, books that will help to develop an appreciation of what Arnold Weskar called, when commenting some years ago



The imperial message, late nineteenth-century style, is today's textbooks really much less colonial in their messages?

on a speech by Enoch Powell: "The added interest, the new ideas, fresh challenges and the enrichment of the kaleidoscope that is Britain."

A few publishers are making tentative efforts to publish better history and geography books. Pevsner's *Sikh and Nardo's Family* (A. & C. Black) are examples of the new wave, though I would be interested in the opinion of a Sikh and a Muslim before I recommended them. Penguin made an attempt a few years ago, when they published *A Plogia of Europeans* by David Killingray, an extremely good book about Westerners in Africa since the fifteenth century. Necker home, *There is Looking at Welsh History*, two volumes written for the junior secondary age range that improved my understanding of Welsh Nationalist demands.

Alternative publishers, usually with a community base, have appeared: Bogle L'Ouverture, Beacon Bookshops, and the Writers and Readers Publishing Co-operative are just three examples. They usually have a bookshop as well as publishing outlets. Writers' workshops are springing up, usually in working-class areas, and some exciting working-class history and literature is coming out of these groups.

Other publishers making a particular effort to produce more balanced material are Holmes & McDougall, Longman and Collins, the latter having organized a competition for books reflecting the multicultural nature of our society. Yet children's book publishers lack an overall policy for their publications. It is a common experience at book exhibitions to see racist and non-racist material on the same stand.

Efforts are now being made to find appropriate alternative materials for use in schools. A number of education authorities have advisers on multicultural education, most of them concerning themselves with in-service training for teachers,

and the creation of new materials. Teachers' attitudes, and the lack of relevant learning materials, have at last been recognized as the main cause of black children's failure in British schools. Teachers' centres are linking up with schools in the production of materials. The IEA English Centre, in Ebury Road, London, has published four books written by children which are on sale to the public. In Lawisbam, materials about the neighbourhood are being made in the teachers' centre: they include workbooks for children as well as books for the teachers.

Imaginative projects are being developed, such as the study by the ten-year-old children of Greenly Street School, in Liverpool, who have collected and compiled information about their cosmopolitan neighbourhood. One head of a Liverpool comprehensive has set up a working group, to look at the development of multi-racial education to the school. Any teacher can stand, and some outsiders who have expertise to offer are members. The first task they set themselves was the monitoring of books in the school.

There is, however, some resistance from educationists to the new material. There have, for example, been objections to the *Natty Dread* Alphabet Book, published by the Lambeth Teachers' Centre, which emphasizes the cultural values of people from the Caribbean. There have been complaints that it is too Rastafarian, anti-society and separatist. Similar points were put when I recommended the James Baldwin book about Angela Davis, *When They Come in the Morning*. The teacher concerned had not read the book, but claimed to know all about Angela Davis.

These are scattered attempts, initiated by people with commitment and understanding, but there is still no overall national policy on multicultural education,

there is no permeation of the whole curriculum with these good ideas. Teachers are often governed by CSE, A and O level syllabus which, whatever the teachers' intention, often force the child to read racist material, and to answer loaded questions.

The O level GCE general paper, used in Liverpool in 1974, among many slanted questions asked the student "to consider the problem posed in Britain by coloured immigrants. Discuss how successfully they are being tackled." The assumption behind this question is, if they are held out that immigrants, if they are coloured, are a problem. But how is a "coloured immigrant" supposed to answer that one? It would be interesting to see the briefing material given to students in preparation for this examination.

All the anti-racist material in the world will not change what is happening in the classroom, unless teachers are willing to submit themselves to a process of self-scrutiny. In his book, *Bob Dixon* quotes the first verse of Kipling's *Reckoning* as an example of that writer's imperial sentiments:

God of our fathers, known of old,  
Lord of our far-flung battle line,  
Beneath whose awful hand we hold  
Dominion over palm and pine—  
Lord God of Hosts be with us yet,  
Lest we forget—lest we forget.

I remember singing it as a hymn in school. I wonder how many immigrant children are still expected in assembly to sing to the glory of Britain's Imperial past?

Dorothy Kuya teaches at the Kensington Institute of Adult Education, London. She was formerly senior community relations officer for Liverpool.  
\* Reviewed in the TES on July 1.

# Bouncing through Broadway

Cal Finnigan at the Beaulieu jazz festival

Jazz returned to Beaulieu recently after a gap of 15 years. Those in what the French might call their *deuxième jeunesse* may remember the stir caused by the original Beaulieu Jazz Festival series. The first one was in 1956 (could it really be that long ago?) and so a nation which associated outdoor music with park bandstands and the Foden Motor Works with the idea of an open-air, extended jazz festival on the front lawn of one of Britain's stately homes had a disquietingly decadent flavour.

In the event the Cassandre proved both right and wrong. After a shabby start—about 1,500 turned up in 1956—the Beaulieu Festival caught the youthful imagination and became immensely successful, attracting over 20,000 people at their peak.

But as Lord Montagu, who had been inspired originally by the Newport Festival in America, now wryly observes, they were the victim of their own success. The last two years (1960 and 1961) were marred by ugly crowd behaviour which received a great deal of publicity. "It was very mild really, a bit exaggerated," he says. But nevertheless, it provided final proof for him that the event had grown too big for its boots. The facilities at Beaulieu just could not cope with such numbers. "It's obviously nasty when one sees a crowd get out of control on one's front lawn."

So the event was dropped, leaving Lord Montagu to ponder with mixed feelings, as others who had followed him in this country of both the pop festival and of the pop festival riot.

The following year he helped promote one more jazz festival, with Dixie Gillespie, Buck Clayton and Bud Freeman. But Beaulieu's well-worn lawn was left unscarred by this event which was held in Belle Vue, Manchester.

Lord Montagu says: "The interesting thing is that that was the watershed between the peak of the jazz following and pop music coming in. Within a couple of years nearly all young people had gone over to the Beatles-type of music and jazz had gone down. Therefore had one kept going, it's quite possible it would have become smaller and more controllable."

But he didn't, and for 16 years traditional jazz and quiet returned to the Hampshire village—until it rang again recently to the sounds of former Count Basie sideman, Joe Newman, and a group of fellow Americans, including veteran jazz violinist Joe Venuti, saxophonist Zoot Sims and pianist Teddy Wilson, all of them moonlighting from a 17-day jazz festival in Nice. The International Conference is to the sociologist.

Although the jazz hasn't changed much, Beaulieu has. Two hundred thousand people a year now pass through the house and grounds and the old Montagu Motor Museum has become the National Motor Museum with one of the finest collections of veteran and vintage cars in the world. Facilities (the lack of which persuaded Montagu to end the jazz festival in 1961) are now present in abundance and he decided to retreat old paths by celebrating the twenty-fifth anniversary of the opening of the house to the public—"it's our Silver Jubilee too"—with a series of concerts of classical and folk music, as well as the nostalgic climax, jazz on Saturday and Sunday.

Last time there were more people than facilities. This time, sad to relate, the balance was the other way and only about a third of the expected five to six thousand turned up on Saturday. The staging was carefully planned, the setting beautiful. On a huge asphalt apron outside the motor museum, surrounded by lawns and trees, a large, well-lit stage and several banks of seating were installed, £8.50 for seats nearest the stage (full), £6.50 further back, and £3.50 on the lawns or either side.

Jazz in the open air is always so uneasy a mix. Like politics, its natural habitat is in smoke-filled rooms behind closed doors. So

there was a slightly flat feeling in the air when at 7 pm sharp the Southampton big band, a business-like local group, opened the show and scored all the ricks for miles around from the trees. Shortly afterwards when a chill wind struck in from the Solent the shadows began to lengthen, the open spaces and empty seats began to take on a distinctly foreboding look.

It was at this crucial moment that the first American group, fronted by Newman and Zoot Sims, came to the rescue, bouncing through "Broadway" and a medley during which the stumbling and amiable Sims, now 52, cheered everyone even further by grunting "Who needs drums, anyway?" when the rest of the band decided to rearrange the instruments during his beautifully turned solo on "Memories of You".

In the rhythm section, bassist Major Holley, who lived and played in London for some years in the fifties and has worked with Woody Herman and Duke Ellington, and drummer Bobby Rosenfield (who works mainly in TV but was over here recently with the World's Greatest Jazz Band), swung along nicely after some initial amplification trouble. Teddy Wilson, now 65, seemed out of touch and kept a low profile. But the band had lit a fire which burned increasingly brightly through the night.

The sentimental highlight of the evening was the appearance of Joe Venuti, probably the most eminent of the tiny band of jazz violinists. Venuti, whose Blue Four partnership with the late virtuoso Eddie Lang is one of the legends of jazz, romped through a selection of standards with a rare humour and vivacity which made a mockery of his advanced years (he claims he is 82; Leonard Feather has his birth date as 1904).

The British contingent included Kenny Ball, the British contingent included Kenny Ball, the Bobby Wellins Quintet. Wellins, one of the most original and influential British jazz musicians until ill-health forced him to quit some years ago, is now making a comeback. His new group, playing standards and his own compositions, makes use of Afro-cuban and Latin percussive effects and includes a gifted, young blind pianist, Peter Jacobson—a name to watch.

Finally, there was Niely, "the first of the punk jazzers" as he called himself, outrageous, funny and irritating by turn, but always entertaining. The enduring memory of Beaulieu 1977 will be that of the venerable Venuti, during the Americans' final jam session, dancing, skipping and singing round the stage to a thunderous "Times o'War!" every gesture demonstrating his joy and pride in his craft.



Major Holley (bass), Joe Newman (trumpet) and Zoot Sims (tenor sax)

# A change of course

Jane Mercer on some new moves at the British Film Institute

The recent resignation of British Film Institute chairman, John Freeman, after serving only six months of a three year term of office, seems to have overshadowed an even more important vacancy in the Institute's administrative structure—certainly as far as readers of this journal are concerned. The head of the Educational Advisory Services of the BFI (EAS) left his post in December 1976 after signalling his intention to move on for some months. It did, then, seem rather odd that by April 1977 there was still no sign of a replacement being appointed to fill the vacancy at the head of one of the Institute's seven major operational divisions.

Early in April the management of the BFI made an announcement internally that, after interviewing a number of candidates, the selection panel for the post had decided not

to make an appointment, but wished instead to instigate a thorough-going review of the work of the department and its relationship with the educational world. This is to be carried out by the director, Keith Lucas, and (following the expression of some disquiet by the EAS staff at the prospect of remaining leaderless for an unspecified period of time) a date of January 1 1978 was set by him as the deadline for the post to be filled.

A recent correspondence in this journal, triggered off by an article by Stanley Reed (an ex-director of the BFI and a pioneer of the theory of teaching about film in formal education) concentrated on the issue of the Institute's relationships with the Society for Education in Film and Television (SEFT) and the National Association for Film Education (NAFE). The point that the various opinions expressed in the letters on the subject did not really get to grips with the essential issue of the BFI's own direct role in film education, as opposed to its secondary role as a funding agency for other bodies and activities.

This rather curious emphasis—indeed, omission—in Mr Reed's "historical perspective" (rightly commented on by the retiring head of BFI EAS in a subsequent letter) was perhaps occasioned by an undue reluctance in detail to detail the work and influence of a body of which he was quite recently the leader (he left in 1972). Whatever the reasons, it did ensure that the achievements of the minor skirmishes of a local election which rarely got close to the "central issues" of national political life.

what was not clearly said and what is obviously at the root of the decision to postpone the appointment of a head of the Educational Advisory Services is the urgent need for the BFI to resolve the opposing but not necessarily mutually exclusive policies existing within its own walls. These can perhaps best be briefly described (to borrow the terminology of grammar) as the "prescriptive" and "descriptive" schools of thought. At their polarized extremes this means the existence on the one hand of a body of opinion within the BFI (with especially strong adherents within EAS itself) advocating the imposition by the Institute of a "film culture" on its constituency. This would concentrate on certain key issues such as "authorship", "genre", "realism" and would only recognize certain areas of film activity as suitable for promotion and investigation by the BFI by means of highly theoretical and prescriptively documented policies.

On the other hand, the existing policy, illustrated best by the programming policy of the National Film Theatre and the growing trend towards devolution through the work of the film officers of the Regional Arts Association, is based on a laissez-faire principle whereby the Institute and its departments very largely respond to need, to demands and suggestions from outside. It is, of course, not that simple or directionless and the work of both the NFT and the Regional Association, not to mention the National Film Archives, is based on quite clear operational and theoretical criteria which could be loosely assumed up as covering the maximum amount of ground, and opening up as many areas of

film activity for as wide a range of people as possible. At always, the right answer undoubtedly lies somewhere between the two extremes but it is against this background that the review of the work of EAS and the non-appointment of a head of department must be seen. The department has played a key role in advancing and supporting the prescriptive policy and if the BFI is finally to formulate an overall policy for its work in the next year then the question of whether the EAS continues in its present stance or approaches closer to a middle way will be of vital importance.

What should not be overlooked in all this, however, is the valuable continuing work of the department. However justifying and growth some of its utterances may be, and however daunting the terminology and convoluted the sentence structure, a reading of the EAS annual report (published in April and covering the year 1976) is reassuring and exciting. After all, who could argue with the recognition of a need for a shift of emphasis from "a traditional concern with aesthetics towards the relations between aesthetic practice and social institutions" or feel that a "Hammer Horror Resources Pack" or a project on the "Image of Women in the Media" were recherché, over-intellectualized subjects?

There is undoubtedly good, genuinely useful and exploratory classroom and student-oriented work being done and encouraged and one can only hope that the political clashes which may precede the long-awaited appointment in the new year will not affect this important area of the BFI's work.





Science

Commissioned by Chelsea College Centre for Science Education

The chemistry of sensitive plants

John A. Barker and John Wray on plant hormone kits

Plant Hormone Kit ZGN-200-V £10.78. Griffin and George Ltd, 285 Baling Road, Alperton, Wembley, Middlesex HA0 1JJ.  
Harris Plant Hormone set, M83800/3 £17.75. Harris Plant Culture set M81700/9 £5.00. Phillip Harris Biological, Oldmixon, Weston-super-Mary, Avon BS24 9BJ.

Most of us are dimly aware of some of the ways in which chemicals affect plant growth. We use fertiliser solutions and selective weedkillers, we buy dwarf potato chrysanthemums and we have heard about hydroponics.

To biologists the appearance on the market of well conceived kits containing plant growth chemicals, hormones and instructions for simple investigations on their effects, is particularly exciting. In the past there has been relatively little practical work about plant hormones that was of short duration, easy to carry out and likely to give good results to unskilled hands.



At school level, work with plant hormones was usually concerned with the well identified type, the auxin. It was mainly theoretical and concerned the effect of auxin on the coleoptile tips of developing oat seedlings. Much play was made in repeating the classical experiments by which auxins were discovered.

Today, however, a considerable range of plant hormones have been identified and many of these, or their artificially prepared analogues, are important products of considerable economic value. Using these artificial products a range of investigations can be carried out on a variety of physiological actions.

The contents of the plant hormone kits from Griffin & George and the Phillip Harris are similar. They contain the following chemicals: lanolin, lanolin with 0.1 per cent IAA, agar, indol-3-yl acetic acid (IAA), gibberellin, methylcholine salicylate (MENA), 2, 4-dichlorophenoxy acetic acid (2, 4-D), 2, 8, 8-trimethyltetracyanoquinoline, The Griffin & George kit also includes

5-fluorouracil amino-purine, a kinetic which does not appear to be used and Tween 20, which is used in making up lanolin paste impregnated with IAA. There are also five copies of the booklet.

Also included in the Phillip Harris kit is sucrose, used in an investigation into the effect of IAA on shoot growth and Thibourea used, for example, to break bud dormancy in no investigation on the sprouting of potato tubers. An additional concentration (0.01 per cent) of IAA in lanolin is provided—a useful inclusion on making up of such materials is a rather messy procedure. There is one copy of the notes.

Only in the Phillip Harris set is the quantity of such chemical given. This is certainly an advantage as it permits more effective forward planning. The chemicals are packed in excellent plastic containers for safe handling. The two instruction booklets give a similar range of experiments, more than three-quarters of being exactly the same.

The Griffin & George booklet, by D. F. T. Busko, starts by suggesting very simple experiments into the nature of plant growth, laying the foundation before any work on hormones as such is begun. The experimental section of the booklet is divided into three parts. In the first, the functions of auxin in plant tropisms and their effects on plant development are investigated. In the second, other plant regulators such as gibberellins, kinins and natural inhibitors are discussed. All the experiments in this part are concerned with the use of gibberellin acid.

In the final practical section a further range of possible experiments are suggested in a wide area such as further work on tropisms, dormancy and leaf fall. The booklet also contains an outline of the theoretical background. In a revised edition some note could perhaps be made of ethene (ethylene), produced naturally by plants and also by car exhausts, and its effects on plants as this has environmental implications. Appendices give information on experimental techniques, statistical analysis, the chemical composition of the hormones and a short list of references.

In contrast, the Phillip Harris booklet is much shorter. It provides a clear and concise account of the variety of plant hormones, incorporating details of chemical structures. This is followed by brief accounts of how to carry out fifteen experiments, the final four of which extend the work done in earlier ones. Technical notes for using the materials are provided and there is a reference list for further reading.

Of the two booklets, it is much easier to see the wood from the trees in the second shorter work. The explanation of plant hormones is clear and will be of considerable value to teachers. However, when it comes to working through the experimental instructions the Griffin & George booklet has the advantage. The instructions are well laid out and, although there are occasional lapses, for example in describing sixteen no mention is made of recutting the ends of seedling

stems under water to avoid airlocks in the xylem vessels.

The Phillip Harris booklet also has some defects, an incorrect number of potatoes is given in one experiment and there is no mention of an appropriate control in an investigation into the effect of auxin in controlling leaf fall. In both booklets the term "experiment" is used incorrectly. All the so-called "experiments" are investigations since none is set up to verify hypotheses under controlled conditions.

One investigation that was carried out involved the control of bud sprouting in potato tubers. Prevention of sprouting has a considerable economic importance as, if the buds develop too early during storage, valuable stored food is used up. In contrast it is useful to be able to break bud dormancy when required so that the tubers will regrow when conditions are ideal for growth.

Basically, the instructions in both the kits are similar. The investigation shows that Methylcholine salicylate (MENA) inhibits sprouting and that Thibourea breaks bud dormancy. The Griffin booklet carefully explains why the differently treated potatoes must be separated, because MENA is volatile and could, therefore, affect all the tubers. The Phillip Harris booklet neglects this explanation.



and also does not indicate the type of environment in which the tubers should be kept.

Both accounts are inadequate to at least one respect, they explain how to dissolve MENA in water to make a 0.1 per cent aqueous solution. Despite great efforts, we found it impossible to dissolve, or at the best only fine suspensions were produced. However, these were adequate for the investigation.

Details of investigations developed for Nuffield Advanced Biological Science were present in both kits. Perhaps the best of these is the one which investigates the effect of unidirectional light on oat coleoptile. Using the technique explained in the booklets, it is possible to investigate the topic responses of coleoptiles towards light during a double period and show students that plants really are dynamic organisms.

Another investigation that could make a useful contribution to the teaching of genetics is one which investigates the effect of gibberellin acid on the growth of dwarf maize. The investigation shows that after treatment with gibberellin acid the dwarf maize grows to the same height as normal maize. The gene responsible for dwarfness in maize is recessive one, the evidence suggests that the dominant allele, responsible for normal tall plants, is involved in the synthesis of gibberellin acid.

In fact all the investigations that we tried out following the instructions from the booklets worked well, but we would have liked to have seen some more explicit investigations on the applied aspects of plant hormones. Both booklets would have been greatly improved with some indications of the objectives of the work. However, the kits should stimulate interest in developing fields. The Phillip Harris set is at present being revised and the investigations updated.

The Phillip Harris Plant Culture Set contains a number of mixtures of plant nutrient elements and including a "complete" mixture and a range deficient in one element only. Included in each set is a small four page booklet of teaching notes. Using the set, simple demonstrations of the effect of mineral deficiencies on plant growth can be easily set up. One part of the set consists of mixtures to prepare such water culture solutions. They are packed in excellent plastic tubes with snap fitting tops assuring long shelf life.

The contents of each tube are sufficient to prepare four litres of solution. In addition to the "normal" mixture there are seven others respectively deficient in calcium, iron, manganese, nitrogen, phosphorus, potassium and sulphur.

The teaching notes have a summary of the functions of these elements and others, and the symptoms of their deficiency. Thus by following the instructions the observed deficiency effect can be compared with the supposed symptoms. It is suggested that various seedlings and cuttings of Zebrina can be used, no indeed any plant. However no mention of duckweed (*Wolffia*), an excellent plant, in our opinion, for such work.

The instructions, although brief, are adequate. The importance of covering the culture vessel with a lightproof material is mentioned as is that of aerating the solutions. Perhaps this point is inadequately emphasised, especially since wicking cuttings it is often critical for their rooting and consequent survival. Moreover in our experience cuttings of herbaceous plants are the best material to use.

While you can prepare the Socha nutrient solutions by mixing and dissolving suitable component chemicals this is a laborious task and very expensive, since relatively large quantities of individual components of high purity must be compounded. The set provides you with ready-made mixture and it does so cheaply. The water culture set costs £2.15 (M83715/1).



The other part of the total is a sufficient chemical mixture to prepare 20 litres of Harris Culture Plant Culture Medium. This is equivalent to the "normal" water culture solution and is used as a nutrient solution for hydroponics or simply seed germination and growth, since it contains all major and trace elements needed for a healthy plant.

Once again the brief instructions for its use are entirely adequate. They do however show the author is conversant with the laboratory practice and no mistake is made of sophisticated hydroponic growing techniques using a nutrient solution which would be suitable for most schools. For hydroponics, the process of preparing plants in an aqueous solution is necessary nutrition, this can be readily made using the Harris's set and supports for plants easily provided with an even well washed coarse sand.

Since this technique is very suitable for growing seeds or cuttings with a view to eventually preparing root-tip squashes, instructions in it are thoughtfully given in the teaching notes.

As with the water culture solution set a pack of complete plant culture medium chemicals is available separately for £2.85 (M 83710/3). In our total set, as in the Phillip Harris set in the catalogue, there are five tubes containing this medium. It is sufficient to make 20 litres of solution. It would be most helpful if the weight of chemicals in each tube was given, alternatively the weight needed to be dissolved in a litre, since this would allow small volumes of nutrient solution to be more easily prepared.



Mathematical fun and games

Texas Instruments have introduced a hand-held calculator for children of all ages designed to make mathematics fun. The Little Professor uses calculator design circuitry and a 9 volt battery. It has stylized red LED numerals, four mathematical functions and four problem levels. The face of the Little Professor is similar to most standard pocket calculators except that there are no decimal point and equals buttons and two extra buttons, "sec" and "go".

Who's correct answer? In given the Professor sets another problem. A wrong answer gets the response "WRG" for error on the display and the problem is repeated. Three wrong answers trigger the right answer and the child has to press the "go" button for the next question. After 10 problems the number answered correctly first time is shown on the display. The balance of easy and difficult questions at all levels seems to have been carefully worked out.

Further activities with the calculator are suggested in a booklet *Fun with Maths Facts*, part of a pack containing 18 games and activities. Some of the latter games attempt to introduce more advanced concepts. The Little Professor gives practice in skills only, and of course cannot explain how the correct answer is arrived at. Because only integer answers are available, the range of divide problems is restricted. Often the same problem is repeated up to three times and it seems a pity that decimal point and equals keys are not provided. This could have given a larger range of division problems and made the machine into a straightforward calculator also.

EXTRA Building, equipping and furnishing a school

The brief required maximum teaching area on a minimum budget. Brian Mayes describes how it was achieved

In the space of a circle

Forms other than the square or rectangle are not unusual in education buildings, but the circle is rare. Its structure is the smallest perimeter around an enclosed space but the difficulties of planning within the circle usually militate against its use.

Why therefore select this form for what is nothing more than a small simple village school in Westfordshire?

The expansion line primarily in the extremely meagre budget allocated by the local education authority associated with a brief that required the maximum in teaching area within this cost limit. The compact form was obviously attractive in maximum use of space and the spoke wheel plan with the main hall as hub provided an ideal solution to the relationships of the various rooms.

The new primary school replaces a Victorian building of the 1840s, which among other things had no dining room so that children had to be escorted to a hall near by.



The central hall is sunk three steps lower than the rest of the school.

Between the infants' unit and the kitchen there is a covered outdoor teaching area approached from the hall through glazed doors and leading to the verandah play area. The kitchen is entered from the side; at mealtimes a hatch is opened into the hall for direct service, supplemented by mobile hot cupboards.

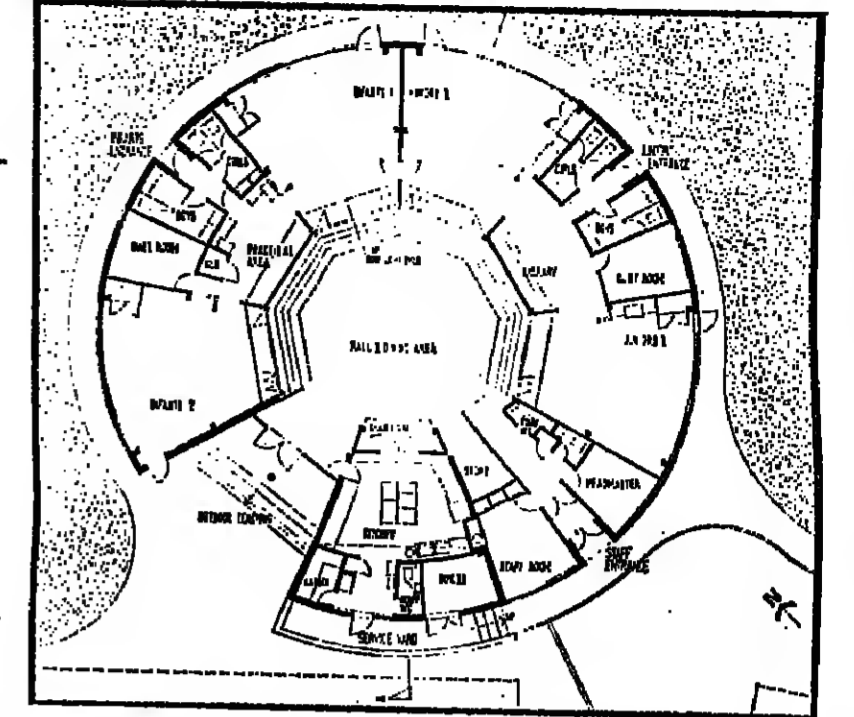
During the rest of the day, the hatch is closed and the space in the hall used for chair/table storage hidden by a yellow curtain. There is an external service yard with entrance to the kitchen and boiler room.

Internal finishes are orthodox but colour has been used to enhance the architectural elements. The internal walls are painted off-white or dark brown to match the doors, window frames and chairs. Exposed steel beams in both hall and classrooms are painted yellow. The hall has a wood mosaic floor; elsewhere there are vinyl tiles or carpeting (provided by the PTA).

Each of the four teaching areas has a solid-core sliding, folding door to the central hall which can be opened on extension to any room. Or the areas can be used for seating or dressing rooms for end-of-term plays.

The central hall is a nine-sided polygon and is three steps lower than the rest of the school, breaking the monotony of a single level building and allowing the use of these continuous steps as occasional seating. The shape also permits a natural core which is expressed in the pitched roof, peripheral pentagonal glazing (which also supplements the light in teaching areas) and the exposed brick painted walls.

The school has four full-time teachers besides the head, and the deputy head. There is a part-time secretary, three to four kitchen staff and three dinner ladies. There is an extremely active



Ground plan for St. Paul's School, Chippingfield. G.M.W. Partnership Architects.

parent teachers association supporting the school and this has provided such additional niceties as carpeting in some areas and a cloak-room-changing area to avoid the clutter of coats, boots, etc, which of necessity had to be planned in the classroom area.

Although the external shape is uncompromising and hardly likely to conform to the established buildings surrounding the school site, the compact form has avoided the necessity to fell trees and combined with elevations of brick and glass, make the building unobtrusive. Also, the conical roof level, the hall, and the individual entrance to the

teaching units break up what would otherwise be a monotonous elevation.

How successful has the concept proved in practice? The staff and pupils seem happy with the external layout—especially the hall. There have been difficulties of sound isolation, despite heavy partitioning and doors, resulting from the compact plan. Other minor nuisances such as cloakroom space have already been dealt with and further extensions are contemplated.

Brian Mayes, RIBA, is a senior partner of the G.M.W. Partnership.



The compact building has made it possible to retain the trees.

Era in four parts

Book review by Colin Ward

*The English School, its Architecture and Organisation, Volume II, 1870-1970.* By Malcolm Sparrow and Roy Lowe. Routledge and Kegan Paul £15.00. 0 7100 8408 0

Readers of Mr Sparrow's earlier book will not be disappointed by its successor, which has the same virtue of distilling a daunting mass of material into an orderly and eye-catching text. The period under review ceases subdivides into four parts—the era of the school boards, and of the revitalization of decaying grammar schools, from 1870 to 1902, the period between the establishment of the local education authorities and the First World War, the inter-war period, and the period

between the Butler Act of 1944 and 1970.

The first three of these sections have been contributed by Roy Lowe and the last by Malcolm Sparrow. Both authors have the happy knack of selecting just the right, most telling and typical contemporary comments and opinions which crystallize their era.

Each section fits a chapter on the social and educational background of the period, followed by one on elementary and one on secondary school buildings. Their method of presentation reminds us of many well-forgotten "articles" in school design and organization.

They show, for example, that in their very earliest period, school architects made possible arrangements which "prefigured and bore some resemblance to the twentieth-century riparian organization of secondary education" and that "to seek the origins of some of our present preoccupations" we should look back to the Taunton Commissioners rather than to the Hedow report.

They demonstrate the strong social influence on school design in the period before the First World War, with its emphasis on "school hygiene" and cross-ventilation. They document the rigidity of Board of Education control in the inter-war years, which effectively prevented innovation in school design until the very eve of the war, with the influential *Now's Chronicle's* school design competition.

Opening with the attempt to move from the all-purpose schoolroom to separate classrooms in the elementary school, and closing with the open-plan primary school, the book reminds us of the peculiar nature of many of our educational debates.

Mr Sparrow reminds us that we are in a period of widespread disillusionment about modern architecture, and of the existence of a school of thought which would abolish school buildings altogether. "We have also reached the point where educational systems of considerable complexity have come into being, the future of which seems more than usually opaque."

This handsome book is illustrated with 60 well-chosen photographs and 56 plans, ranging from Ben Jonson Street Board School, in Stepney, to Courtenay College. Apart from its historical importance it will give nostalgic pleasure to old classroom hands.

# 'Human' or 'artificial'?

It is the anticipation of the 'energy crisis' which has been the major factor in school building design...  
By R. G. Hopkinson

Some of the most recently built schools look so different from their immediate predecessors as to cause comment and concern at what is happening. In place of the large windows and long corridors, school buildings are becoming tight and compact, with very small windows and total reliance upon artificial lighting.

Those who have been to the United States, and so recognize the trend, are concerned that the days of the post-war school, light, airy, and colourful, are numbered.

It is being done in the interests of energy conservation. A compact building loses less heat, and small windows aid heat insulation. In the limit, no heating system may be needed, all the necessary heating being obtained from the heat given off by the artificial lighting, and by the bodies of the inhabitants, i.e. bio-fusion.

Many educationalists and some parents are concerned at such developments. On the other hand, it is often said that children are so adaptable that even a major change in their school environment will cause them little concern. If they are in the hands of good teachers, so why become alarmed for no demonstrable cause.

It is, perhaps, worth looking at the background history of school building, particularly in the past few years when developments started in Hertfordshire under Aslin and Johnson-Marshall gained momentum and created a "style" of school building recognized throughout the architectural and educational world, and which gained British international renown and

a tip o'ward at the Milan Architectural Triennale.

The Hertfordshire schools arose out of the need for rapid construction of a great many new buildings, with few traditional materials—bricks and mortar—and little skilled labour available. Some form of prefabricated construction was the only answer.

The inspiration of the Hertfordshire architects, and of the component firms associated with them, was that such prefabricated buildings did not have to have the dismal imprint of "prefab" buildings as evidenced elsewhere. This inspiration was most marked in the use of light and colour in defining the educational, rather than the institutional, character of a school building. The light was natural light, through large windows which enabled daylight and sunlight to penetrate right into the rooms.

The benefits of these buildings were immediately evident in an educational context. The large windows brought the outside world into school, and whether the view outside was of a rural landscape or the life of a town, the good teacher gained the advantage of being able to "teach out of the window" and made the fullest use of it.

Changes in educational ideas no longer demanded the riveting of the child's attention on a focal chalkboard, and so the view outside, which would have been a distraction in pre-war days, was a welcome addition to the teaching palette.

The disadvantage of these new buildings from the energy aspect was hidden, and so discounted, by

a system of accounting which ought to have caused concern. The capital cost of the building was paid for out of one purse, and the running and maintenance out of another.

The then current policy required that the capital cost a place should be kept down to a minimum, regardless of whether a building of such minimum cost was expensive to heat, light, and maintain.

For many years this anomaly was set on one side, though it was clearly understood. Only when the high cost of heating these rambling buildings, with their large single-glazed windows, was related to an energy conservation policy was any rethinking put in hand.

Environmental engineering technology knew the answers, indeed had been advocating the answers for some time, but the political and educational pattern of thinking had to change before any use could be made of the available knowledge.

When the change came, the pendulum, as always, swung too far the other way, and the compact insulated artificial school was here. School buildings, like people, are individuals with their idiosyncrasies. Yehudi Menuhin once said, in relation to concert halls, that a sensitive artist felt the acoustics of the building as part of his musical equipment—a good musical instrument is an extension of the performer's body. If they are fully air-conditioned, the response can be sensitively controlled. If this control is done intelligently, they can be thermally very comfortable. If, as too often happens, the control is unintelligently automatic, and also often on the over-heated side, they can be hot, dry, and feigning, at the end

of a long teaching day. But they need not be.

If the pendulum is to swing back towards the "human" rather than the "artificial" school building, it will require the closest collaboration between the educationalist, the architect, the environmental engineer, and the politician and administrator. Perhaps the chief

This collaboration has been less than perfect in the past. Much of the success of the best post-war schools was due to the "artistic" attempts, by architects like Aslin and Mary Medel, to get to know teachers and children and to defend their interpretation of their needs.

The ultimate in energy saving need not be sought, but it may be, then attempts should be made to assess priorities—do teachers and children actually prefer to be enclosed in thermal comfort rather than put on more clothes in order to have natural light and a view—do they rate protection from the sun in summer higher than the heat of the sun's warmth in spring and autumn—and so on.

Educational administrators are not blameless either—on the occasion of the environmental engineering visit to apply his skills, providing more teaching space rather than more comfort. Perhaps he was right, but it needed to be spelled out why. Above all, the role of the wider world in defining the form and character of a building needs to be better understood, and the knowledge we now have better applied. The visual world plays so large a part in education that it must be taken into proper perspective in school design. And what of that? That, with regret, is a story to be told another time.

R. G. Hopkinson is Emeritus Professor of Environmental Engineering in the University of London and a consultant to the Department of Education and Science on Educational Buildings.

Into a new community; and he are unlikely to fall tidily into neat equal groups.

The teachers, together with a primary adviser, visited the schools both old and new in the area, so that they could begin to envisage their part in making the new building work. Features of the final plan which must be particularly noted are:

Verandahs and project areas for work to expand beyond the home base. Glazed screens facilitating air supervision. Adequate provision for disabled children. Delightful nursery playground and garden in part of which the grass can be allowed to grow "so that wild flowers and insects may flourish".

The central garden court used by all children and adults, to provide a meeting place for informal recording and study. The hall with its wooden curtains designed and woven in local mill, will undoubtedly be a striking feature of this attractive building. As the study emphasizes a size which encourages joint moves, and the well-planned shalving and work top shown in one or two instances should have relieved the maximum amount of floor space. Layouts suggest, however, that this potential benefit may have been lost by over-provision (or retention) of tables and chairs.

These detailed statements about the old schools, the children's mode of travel, and the steady decline in numbers as families moved from country to town, are likely to prove a valuable record for the future. One hopes all five log books were transferred with the children!

The team concerned with the initial planning of the new building had previously worked together on Design Study 1 and addressed themselves to the specific elements required by the new project in pilot detail: for example, the need for a quiet room for language teaching. Sleeping facilities, since the homes of some three and a half miles are likely to be some distance away.

Varying sizes of general work areas to allow for teaching in the morning, and for study and self-study in the afternoon. This is essential for the Welsh and English classes to integrate smoothly.

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# Flexible furniture

By Owen Surridge

Flexible use of space is a concept that has yet to make any great impact on education outside the primary schools. Economic pressures and changing teaching styles are, however, likely to stimulate more interest in adaptable furniture.

The new Desza range of educational furniture provides a number of interchangeable work surfaces that slot on to a standard steel frame. One piece of furniture can be used for art work or eating, simply by switching the top. How difficult work in practice remains to be seen.

Teachers and caretakers tend to prefer furniture that requires only the most minor adaptation, but the most usualy remain firmly anchored in the use set of legs. The range includes a normal flat table top, angled drawing boards in

sizes A1 and A2, sloping at boards, a reefs top and a glass top that can be used in conjunction with the tray or either type of drawing board.

Made from wooden chipboard, the tops are laminated with an impervious plastic resistant to chemicals and the other hazards of school use. The drawing boards are surfaced with timber and the tubular steel frames are coated with nylon and fitted with plastic foot pads. They can be stacked or dismantled for storage.

Prices range from £175p for the basic frame plus £15 for a table top, £23.45 for an A1 drawing board, £9.75 for a double-sided art unit or £1.60 for a plastic tray. The frame is available in two heights—27½ in and 33½ in; its length is 38½ in.

Mobility and durability are the twin selling points of furniture produced by Morricks-Sicome Ltd, whose option of fitting wheels to tables and chairs allows teachers and caretakers to move the furniture when in use, or pieces stand four-square like other furniture, but folding shifts the weight to small wheels and the whole may be rolled away.

The most ingenious of the range is a slung-seating unit that projects about a dozen but mobile study table, the top of which may be unfolded to form the back and sides of one or more carrels. Heights are adjustable on the carrels may be fitted with AV sockets when required. When not in use, the table folds flat and can be used with others for room division. Morricks-Sicome also produces mobile seating for school halls.

Nursery schools looking for robust but cheap equipment of the right size could call on Mr Ken Baker's Kid's Kit to help out.

He offers a specially designed range of plywood furniture kits; these are supported by stainless steel legs so shaped that they also bear seats made with a hard plastic. The seats at each corner are fitted with four studs in the base.

Made from birch ply and Hovell-ing that is sanded and ready for assembly and sealing or painting, this furniture should last. A few handy fathers could construct the whole range in an evening. In- tended for children up to the age of six, the pieces cost from £8.94 to £13.94.

Another, rather more extensive, range of children's furniture is marketed under the name of Junifit. Made from a superior form of corrugated card that was originally designed for freight packaging, the pieces are delivered in flat sheets, then fixed into permanent shape with the rods and fastenings provided; raw edges are sealed off with special capping strips. The finished article may be given a coating of paint or other covering as required.

The range includes a couple of desks, a toy chest, a chair, shelf units, storage boxes, a screen and a table. Prices vary from £5.40 for the chair to £15.50 for the shelf unit; value-added tax must be added.

Desza furniture is manufactured by British Thornton Ltd, PO Box 3, Wytheisham, Manchester.

Morricks-Sicome, 31 Wates Way, Mitcham, Surrey.

Kid's Kit available from Chelsea Furniture Ltd, 15 Old Chelsea Street, London, S.W.3.

Junifit style sheets and information from Tri-Wall Containers Ltd, 1 Mount Street, London, W.1.

were out of date by the time later money was being spent. Fortunately, in this case, the school was able to sell off the original mouldings and replace them.

But at no time were they able to exceed their budget: £105,000 for Phase 1, £66,000 for Phase 2 and £20,000 for Phase 3. Had the money all been spent right at the beginning, it would of course have

been considerably more, but Mr Mitchell learnt very quickly to live with inflation and took prices as definite only when he received the bill. He also got used to the frustrations of waiting for items to arrive. Indeed, he is still waiting for name and number labels for all the doors.

Nevertheless, with the job almost completed, the challenge of starting all over again at another new school appeals to him; in Wolverhampton where he was head of moths to join the Northumberland Park team.

As far as the head himself, whose subject is history, he says he is looking forward to consolidating over the next five years all the work which has gone into the last five.

"Looking back there is a big sense of satisfaction but there is still a vast amount to be done. Any complacency is set-off by the realization that you never really arrive!"

Planning and equipping a comprehensive school is no small task. Gillian Thomas talks to two men who have done it.

# A shop floor view

Electric typewriters, clocks, tops for science laboratories, dromos and TV systems. Borry Mitchell, deputy head of the new Northumbrian Park Comprehensive School, in Tottenham, has become a mine of information on a lucrative varied range of subjects during the last five years. He has been largely responsible for co-ordinating the equipping of a school, which was purpose-built at a cost of £1.25m.

The first 180 children arrived in September, 1972. The official opening by Lord Pitt of Hampstead took place in October, 1975, and by last year the numbers had been built up to 1,200 children and 70 staff.

When the first pupils go into the sixth form next September the building will be complete. The building of the swimming pool, a Red Gr sports area and flood-lighting, which are all additional facilities for both school and community use, should be finished by April, 1978.

Cooperation and compromise have been the key factors in the successful completion, on time, of the massive task of equipping the school. Right from the start, the 36-year-old David Pert, who was appointed in 1971, made a point of fostering close working relationships between the local education authority officials, his staff and the various contractors.

This led not only to maximum efficiency but also to the creation of a good atmosphere which has had a knock-on effect on the work-rate of the school itself. As Mr Pert says, this was largely possible because of the comparatively small scale of the construction in the London borough of Haringey.

Plans for the building of Phase 2 were already well advanced before Mr Pert came from my other school. He says, "I was told that it was not to be accepted, but at that stage I was able to see some minor amendments, and the resulting of my secretarial work. We felt it was important to be near the whole school team and not in my own little office as I was more able to modify very quickly the plans for the next phase, though of course within the limits of what was already agreed."

So we must take the responsibility for the school's success to the school's success. The Spurs football ground, which is an increasing popularity, was not only built by the school but also the school's success. It is the school's success, having a 40-acre site with a large number of single-storey buildings, which has allowed an eight-form entry and a building for house staff, though Haringey has a high sixth-form ratio, the library and

spare hall could not be duplicated and have to be used on a variable basis throughout the school.

The emphasis throughout has been on flexibility to ensure that both rooms and equipment can be used in a variety of contexts. For instance, most rooms have black-out blinds and plenty of electrical points. All departments are equipped to receive television programmes, both live and recorded, relayed from the resources area.

Equipment was similarly chosen for maximum adaptability. For example, there are no desks in the classrooms. Instead, Mr Mitchell went for simple tables which can be arranged in a variety of ways. Fortunately, copying is not a problem because of mixed ability teaching.

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"This may sound a lot, but of course we had to justify every item of expenditure to the development committee," explains Mr Mitchell. "Recording facilities are central to much of the English teaching, particularly as communication aids."

"In order to decide what was needed, I asked each department to submit a list: divided into necessities and luxuries. In addition, hours aud hours were spent wading through catalogues. We ended up having to cut down by about a third—it was quite a game. But even so we were not complacent. Frequently it was a matter of compromising on quality and flexibility—like getting a book cabinet for £50 instead of a better one for three times as much."

The final choice was governed by basic requirements (tables, carpets, etc.), the needs of each department (extra large sinks in the craft room, a banging globe in the geography room, which entailed reinforcing the ceiling) and equipment to enable the school as a whole to run smoothly and efficiently.

For example they have invested in high standard reprographic machines including a Romeo duplicator off-set, two and a half copy machines and an electric typewriter—in order to be able to produce their own work sheets and booklets up to professional standards.

Keenly abreast of the latest developments in equipment also presented problems. For example, the move from tape to cassette recorders meant that several machines obtained during Phase 1

"A big sense of satisfaction." David Pert (seated) and Barry Mitchell.

Some open-plan areas which they felt would not be conducive to work. Corridors were added to close them in. This has also improved circulation—a major consideration in a school of this size.

An area scheduled as a cloakroom was also converted into a classroom to provide more accommodation. Instead, coat pegs were provided in each room.

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# The new school at Llangybi

Cooperation has been the keynote writes Rae Milne



Ysgol y Dderri, Llangybi, Dyfed. The central court and garden which is an outdoor study area for the warm summer months.

New Area School—Llangybi. Design Study 2. Welsh Education Office, September 1976.

Some readers may remember the Welsh Education Office Design Study 1 which appeared in November, 1975. Design Study 2 from the same source shows how the inevitable closure of small village schools can create an impetus to fresh thinking about the wider needs of a rural community.

In recent years consultation between those who design new schools, the local authority representatives ultimately responsible for them, and the teachers who will work in them has become a growing preoccupation. This is particularly true in the case of new schools at Llangybi, where the consultation must have been of a high level indeed.

The purpose is achieved as being not merely to accept the inevitability of closing five small village schools because of dwindling numbers, but to think out a positive approach in designing a building to meet the needs of students and children, aged between three and 11.

One must feel some regret that a child's first day at school should begin with a bus or taxi ride, making the familiar home setting seem a long way away, but distances are not great, and the advantages of a larger school planned specifically for this rural area are obvious. The intention was not to repeat standard provision for a small urban school, and site it in the country.

Collin County Primary one of the small village schools integrated into Llangybi.

Any protests from parents about the loss of their village school or from teachers about new ways of working which might result from transfer to a semi-open building, must have been allayed by early consultation before the issuing of notices, so that all approached the new community venture with a feeling of pleasurable anticipation and personal involvement.

The statement that design is a two-way process appears to have been taken into account throughout. Indeed costs could only have been met by pooling nursery, primary and community contributions.

Photographs and layouts of the old buildings are likely to be of interest to teachers continuing to work in cramped rural schools. Clearly lack of space in these old rooms has not prevented the introduction of creative practical work and the well-planned shalving and work top shown in one or two instances should have relieved the maximum amount of floor space.

Layouts suggest, however, that this potential benefit may have been lost by over-provision (or retention) of tables and chairs.

These detailed statements about the old schools, the children's mode of travel, and the steady decline in numbers as families moved from country to town, are likely to prove a valuable record for the future. One hopes all five log books were transferred with the children!

The team concerned with the initial planning of the new building had previously worked together on Design Study 1 and addressed themselves to the specific elements required by the new project in pilot detail: for example, the need for a quiet room for language teaching. Sleeping facilities, since the homes of some three and a half miles are likely to be some distance away.

Varying sizes of general work areas to allow for teaching in the morning, and for study and self-study in the afternoon. This is essential for the Welsh and English classes to integrate smoothly.

Into a new community; and he are unlikely to fall tidily into neat equal groups.

The teachers, together with a primary adviser, visited the schools both old and new in the area, so that they could begin to envisage their part in making the new building work. Features of the final plan which must be particularly noted are:

Verandahs and project areas for work to expand beyond the home base. Glazed screens facilitating air supervision. Adequate provision for disabled children. Delightful nursery playground and garden in part of which the grass can be allowed to grow "so that wild flowers and insects may flourish".

The central garden court used by all children and adults, to provide a meeting place for informal recording and study. The hall with its wooden curtains designed and woven in local mill, will undoubtedly be a striking feature of this attractive building.

As the study emphasizes a size which encourages joint moves, and the well-planned shalving and work top shown in one or two instances should have relieved the maximum amount of floor space.

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Varying sizes of general work areas to allow for teaching in the morning, and for study and self-study in the afternoon. This is essential for the Welsh and English classes to integrate smoothly.

The central garden court used by all children and adults, to provide a meeting place for informal recording and study. The building of the swimming pool, a Red Gr sports area and flood-lighting, which are all additional facilities for both school and community use, should be finished by April, 1978.

Cooperation and compromise have been the key factors in the successful completion, on time, of the massive task of equipping the school. Right from the start, the 36-year-old David Pert, who was appointed in 1971, made a point of fostering close working relationships between the local education authority officials, his staff and the various contractors.

This led not only to maximum efficiency but also to the creation of a good atmosphere which has had a knock-on effect on the work-rate of the school itself. As Mr Pert says, this was largely possible because of the comparatively small scale of the construction in the London borough of Haringey.

Plans for the building of Phase 2 were already well advanced before Mr Pert came from my other school. He says, "I was told that it was not to be accepted, but at that stage I was able to see some minor amendments, and the resulting of my secretarial work. We felt it was important to be near the whole school team and not in my own little office as I was more able to modify very quickly the plans for the next phase, though of course within the limits of what was already agreed."

So we must take the responsibility for the school's success to the school's success. The Spurs football ground, which is an increasing popularity, was not only built by the school but also the school's success. It is the school's success, having a 40-acre site with a large number of single-storey buildings, which has allowed an eight-form entry and a building for house staff, though Haringey has a high sixth-form ratio, the library and

spare hall could not be duplicated and have to be used on a variable basis throughout the school.

The emphasis throughout has been on flexibility to ensure that both rooms and equipment can be used in a variety of contexts. For instance, most rooms have black-out blinds and plenty of electrical points. All departments are equipped to receive television programmes, both live and recorded, relayed from the resources area.

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### Index to Appointments Vacant, Wanted and other classifications

Appointments vacant		Nursery Education		Other than by Subjects	
Secondary Education	29	Deputy Headships Senior Masters/Mistresses	29	Remedial Posts	29
Art and Design	29	Classics	30	Commercial Subjects	30
Classics	30	Domestic Subjects	30	Economics	30
Commercial Subjects	30	English	30	Geography	31
Domestic Subjects	30	Geography	31	History	31
Economics	30	History	31	Humanities	31
English	30	Humanities	31	Mathematics	31
Geography	31	Mathematics	31	Modern Languages	32
History	31	Modern Languages	32	Music	32
Humanities	31	Music	32	Physical Education	34
Mathematics	31	Physical Education	34	Religious Education	34
Modern Languages	32	Religious Education	34	Rural Studies	34
Music	32	Rural Studies	34	Science	35
Physical Education	34	Science	35	Social Studies	35
Religious Education	34	Social Studies	35	Speech and Drama	35
Rural Studies	34	Speech and Drama	35	Technical Studies	35
Science	35	Technical Studies	35	Other than by Subjects	35
Social Studies	35	Other than by Subjects	35		

## Appointments wanted

English	37	Adult Education	39
Mathematics	37	Community Homes and Associated Institutions	39
Modern Languages	37	Assessment Centres	39
Physical Education	37	Youth and Community Service	39
Religious Education	37	Overseas Appointments	41
Science	37	Administration	42
Other than by Subjects	37	Local Education Authority General	42
		Child Care	43
		Educational Psychologists	43
		Examiners	44
		Librarians	44
		Ancillary Services	44
		Miscellaneous	44
		Colleges of Further Education	44
		Colleges of Higher Education	44
		Colleges of Education	44

## Appointments wanted

Education	37
Colleges of Further Education	44
Colleges of Higher Education	44
Colleges of Education	44

## Other classifications

Awards and Scholarships	44
Personnel Announcements	44
Exhibitions	44
Entertainments	44
For Sale and Wanted and Postal Shopping	44
Holidays and Accommodation	44
Home Exchange Holiday	44
Partnerships	44
Properties for Sale and Wanted	44
Typing and Duplicating	44

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BUCKINGHAMSHIRE ...

BUCKINGHAMSHIRE ...

BUCKINGHAMSHIRE ...

BUCKINGHAMSHIRE ...

BUCKINGHAMSHIRE ...

BUCKINGHAMSHIRE ...

Commercial Subjects Scale 2 and above

WARWICKSHIRE ...

WARWICKSHIRE ...

WARWICKSHIRE ...

WARWICKSHIRE ...

WARWICKSHIRE ...

WARWICKSHIRE ...

WARWICKSHIRE ...

WARWICKSHIRE ...

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WARWICKSHIRE ...

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Domestic Subjects Heads of Department

STAFFORDSHIRE ...

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Economics Heads of Department

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English Heads of Department

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History Heads of Department

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Geography Scale 1 Posts

BEFORDSHIRE ...

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Cambridgeshire Neale Wade School

Headship Group 9

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

EDUCATION COMMITTEE The Borough is within easy access of Central London and bordered by Epping Forest. Primary School Vacancies September 1977

WEST County Council GLAMORGAN Deputy Headship Secondary Schools Primary Schools

METROPOLITAN BOROUGH OF STOCKPORT Secondary Teacher for Commercial Studies

WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE

WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE







ilea logo and introductory text for the recruitment drive.

SECONDARY SCHOOLS

Head of Department, MICHAEL'S RD. SA. 1941. Recruitment details for various subjects.

HOME ECONOMICS

Scale 1 Posts, WALWORTH SCHOOL. Recruitment details for Home Economics.

MATHEMATICS

Post of Responsibility, WALWORTH SCHOOL. Recruitment details for Mathematics.

PHYSICAL EDUCATION

Scale 1 Post, WALWORTH MANOR SCHOOL. Recruitment details for Physical Education.

RELIGIOUS EDUCATION

Head of Department, WALWORTH MANOR SCHOOL. Recruitment details for Religious Education.

REMEDIAL WORK

Scale 1 Post, WALWORTH MANOR SCHOOL. Recruitment details for Remedial Work.

SCIENCE

Scale 1 Posts, WALWORTH SCHOOL. Recruitment details for Science.

OTHER POSTS

MIDBROOKS SCHOOL, WALWORTH MANOR SCHOOL. Recruitment details for other posts.

MODERN LANGUAGES

Scale 1 Posts, THOMAS CALTON SCHOOL. Recruitment details for Modern Languages.

PRIMARY SCHOOLS

Scale 1 Posts, WALWORTH MANOR SCHOOL. Recruitment details for Primary Schools.

NEEDLEWORK

Scale 1 Post, WALWORTH MANOR SCHOOL. Recruitment details for Needlework.

PHYSICAL EDUCATION

Scale 1 Post, WALWORTH MANOR SCHOOL. Recruitment details for Physical Education.

RELIGIOUS EDUCATION

Head of Department, WALWORTH MANOR SCHOOL. Recruitment details for Religious Education.

REMEDIAL WORK

Scale 1 Post, WALWORTH MANOR SCHOOL. Recruitment details for Remedial Work.

SECONDARY Mathematics continued. Recruitment details for Secondary Mathematics.

DEVON PLYNTHICK SCHOOL. Recruitment details for Devon Plynthick School.

ESSEX CECIL JONES HIGH SCHOOL. Recruitment details for Cecil Jones High School.

HILLINGDON London Borough of Hillingdon. Recruitment details for Hillingdon.

HILLINGDON London Borough of Hillingdon. Recruitment details for Hillingdon.

LIVERPOOL ST. MARGARET'S G.E. HIGH SCHOOL. Recruitment details for St. Margaret's G.E. High School.

NORFOLK NORFOLK COUNTY EDUCATION DEPARTMENT. Recruitment details for Norfolk County Education Department.

NORTHAMPTONSHIRE COUNTY EDUCATION DEPARTMENT. Recruitment details for Northamptonshire County Education Department.

OLDEHAM OLDEHAM COUNTY EDUCATION DEPARTMENT. Recruitment details for Oldeham County Education Department.

OXFORDSHIRE COUNTY EDUCATION DEPARTMENT. Recruitment details for Oxfordshire County Education Department.

STAFFORDSHIRE EDUCATION COMMITTEE. Recruitment details for Staffordshire Education Committee.

STAFFORDSHIRE EDUCATION COMMITTEE. Recruitment details for Staffordshire Education Committee.

WALTHAM FOREST WALTHAM FOREST EDUCATION COMMITTEE. Recruitment details for Waltham Forest Education Committee.

WARWICKSHIRE STRATFORD UPON AVON HIGH SCHOOL. Recruitment details for Stratford upon Avon High School.

WARWICKSHIRE STRATFORD UPON AVON HIGH SCHOOL. Recruitment details for Stratford upon Avon High School.

CROYDON CROYDON BOROUGH EDUCATION DEPARTMENT. Recruitment details for Croydon Borough Education Department.

CROYDON CROYDON BOROUGH EDUCATION DEPARTMENT. Recruitment details for Croydon Borough Education Department.

KINGSTON UPON THAMES KINGSTON UPON THAMES EDUCATION DEPARTMENT. Recruitment details for Kingston upon Thames Education Department.

KINGSTON UPON THAMES KINGSTON UPON THAMES EDUCATION DEPARTMENT. Recruitment details for Kingston upon Thames Education Department.

LEVENHULME HIGH SCHOOL. Recruitment details for Levenhulme High School.

Scale 1 Posts, METROPOLITAN BOROUGH OF ROCHDALE. Recruitment details for Scale 1 Posts.

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Secondary Vacancies for September 1977. Recruitment details for Secondary Vacancies.

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SURREY COUNTY COUNCIL. Recruitment details for Surrey County Council.

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County of Cleveland

SECONDARY SCHOOLS. Recruitment details for County of Cleveland Secondary Schools.

11-18 SCHOOL. Recruitment details for County of Cleveland 11-18 School.

11-16 SCHOOLS. Recruitment details for County of Cleveland 11-16 Schools.

DESIGNATED MIDDLE SCHOOLS. Recruitment details for County of Cleveland Designated Middle Schools.

DESIGNATED HIGH SCHOOL. Recruitment details for County of Cleveland Designated High School.

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated... Recruitment details for Leeds City Council Department of Education.

PRIMARY SCHOOLS. Recruitment details for Leeds City Council Primary Schools.

DESIGNATED PRIMARY SCHOOLS. Recruitment details for Leeds City Council Designated Primary Schools.

DESIGNATED MIDDLE SCHOOLS. Recruitment details for Leeds City Council Designated Middle Schools.

DESIGNATED HIGH SCHOOL. Recruitment details for Leeds City Council Designated High School.

DESIGNATED HIGH SCHOOL. Recruitment details for Leeds City Council Designated High School.

SCALE 1 POSTS COMPREHENSIVE

CAMBERLEY, COLLINGWOOD COUNTY SECONDARY. Recruitment details for Chamberley, Collingwood County Secondary.

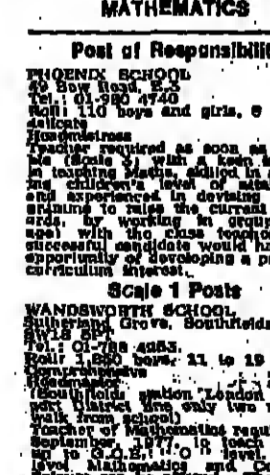
DORKING, THE ASHCOMBE SCHOOL. Recruitment details for Dorking, The Ashcombe School.

FRIMLEY, TOMLINSCOTE SCHOOL. Recruitment details for Frimley, Tomlinscote School.

GODALMING, BROADWATER COUNTY SECONDARY. Recruitment details for Godalming, Broadwater County Secondary.

MYTCHETT, ROBERT HAINING COUNTY SECONDARY. Recruitment details for Mytchett, Robert Haining County Secondary.

MYTCHETT, ROBERT HAINING COUNTY SECONDARY. Recruitment details for Mytchett, Robert Haining County Secondary.



Secondary Languages continued
CITY OF MANCHESTER
CITY OF SALFORD
CITY OF WARRINGTON

Head of Department
REBRIDGE
STAFFORDSHIRE
SURREY

Scale 1 Posts
CUMBERLAND
WILTSHIRE

Scale 1 Posts
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Metropolitan Borough of Oldham

EDUCATION COMMITTEE

Applications are invited for the following posts in Secondary Schools available in September 1977. Apply by letter in first instance giving curriculum vitae and two references, to the Director of Education, Old Town Hall, Middleton Road, Chedderton, Oldham OLS 6PP, as soon as possible.
BREEZE HILL SCHOOL
COUNTHILL SCHOOL
FITTON HILL SCHOOL
GRANGE SCHOOL
HATHERSHAW SCHOOL
KASKENMOOR SCHOOL

for all aspects of practical work and offers students opportunities to work with a wide variety of material. The successful candidate must be flexible and adaptable in approach.
4. REMEDIAL—teacher of General Subjects with first year group and with ability to teach some English in the first two years.
5. GENERAL SUBJECTS—ability to teach English to O.S.E. level.
6. ENGLISH—examination work to 'A' level available for suitably qualified candidates.
NORTH CHADDERTON SCHOOL
RADCLIFFE SCHOOL
SADDLEWORTH SCHOOL

Religious Education
Head of Department
KENT
LANCASHIRE
NOTTINGHAMSHIRE

Lancashire County Council
LANCASHIRE EDUCATION COMMITTEE
CLOSING DATE 1st AUGUST 1977
PRIMARY AND SPECIAL SCHOOLS
SECONDARY SCHOOLS
PRIMARY SCHOOLS
SECONDARY SCHOOLS

Scale 1 Posts
WILTSHIRE

Scale 1 Posts
WILTSHIRE

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COUNTY SECONDARY SCHOOLS SCALE 1 POSTS
Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to the Head of the School as soon as possible, together with the names of two referees and a stamped addressed envelope.
VOLUNTARY AIDED SECONDARY SCHOOLS SCALE 1 POSTS
St. John West R.C. School, Oxhill Road, B21 9HH (Tel. No. 621-5511 1828)
11-18. Four-form entry, 600 pupils. Required for September, or as soon as possible, a teacher of MATHEMATICS. Ability to teach some Science would be a recommendation.
Further details and application forms can be obtained from the Clerk to the Governors c/o the School. There is a scheme for assistance with removal expenses.
BIRMINGHAM CITY COUNCIL

Scale 1 Posts continued

GATESHEAD
Head of the school of
Education...

WIRRAL
Head of the school of
Education...

LIVERPOOL
Head of the school of
Education...

LONDON, E.9
Head of the school of
Education...

CHANNING SCHOOL
HIGHGATE, LONDON N6 5HF
Appointment of
HEAD
1st September, 1978
The Governors invite applications for the post of Head which becomes vacant on the retirement of Miss C. M. Saunders, B.A.

The Board of Governors of Hampden House School wish to appoint a new HEAD
Hampden House School is an independent, recognized day and boarding school for girls from 11-18 years (approximately 120 pupils). The new Head should be capable of developing the school along modern educational lines in accordance with requirements of the present day.

SANDWELL
Head of the school of
Education...

Special Education
Other Posts on
Scale 2 and above

WIRRAL
Head of the school of
Education...

LIVERPOOL
Head of the school of
Education...

LONDON, E.9
Head of the school of
Education...

CHANNING SCHOOL
HIGHGATE, LONDON N6 5HF
Appointment of
HEAD
1st September, 1978
The Governors invite applications for the post of Head which becomes vacant on the retirement of Miss C. M. Saunders, B.A.

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Hampden House School is an independent, recognized day and boarding school for girls from 11-18 years (approximately 120 pupils). The new Head should be capable of developing the school along modern educational lines in accordance with requirements of the present day.

Economics
Other Assistant
NORTH WALTON
Head of the school of
Education...

Science
JANCAHIRE
Head of the school of
Education...

Other than by Subject
Classification
BUCKINGHAMSHIRE
Head of the school of
Education...

Preparatory Schools
By Subject
Classification
ART AND DESIGN
Head of the school of
Education...

Other Aselstante
Pastoral
SNOWDONIA
Head of the school of
Education...

Physical Education
Other than by Subject
Classification
ASTORIA EXCHANGE
Head of the school of
Education...

Mathematics
Religious Education
LONDON, S.W.11
Head of the school of
Education...

Modern Languages
Heads of Department
WILTSHIRE
Head of the school of
Education...

If you buy anything for your school - first check the advertisements in THE TIMES Educational Supplement

Other Assistant
NORTH WALTON
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JANCAHIRE
Head of the school of
Education...

Other than by Subject
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BUCKINGHAMSHIRE
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Heads of Department
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Head of the school of
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Education...

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JANCAHIRE
Head of the school of
Education...

Other than by Subject
Classification
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Head of the school of
Education...

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Head of the school of
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Other Aselstante
Pastoral
SNOWDONIA
Head of the school of
Education...

Physical Education
Other than by Subject
Classification
ASTORIA EXCHANGE
Head of the school of
Education...

Mathematics
Religious Education
LONDON, S.W.11
Head of the school of
Education...

Modern Languages
Heads of Department
WILTSHIRE
Head of the school of
Education...

If you buy anything for your school - first check the advertisements in THE TIMES Educational Supplement

**City of Manchester Education Committee**  
 ABRAHAM MOSS CENTRE  
 Grosvenor Road, Manchester M5 6UH  
 Tel: 740 1451  
 Department of Hairdressing and Beauty Therapy  
 Required for September, 1977.

**LECTURER I IN PHYSIOTHERAPY**  
 The department wishes to appoint a qualified Physiotherapist to assist the present Physiotherapist in teaching Beauty Therapy to students through the use of basic physiotherapy (relevant to their future careers). Teaching experience in this field would be an added advantage but is not essential. (F.E.12)

**LECTURER I IN BEAUTY THEORY**  
 To teach theory and practice. Applicants must be in possession of the C.D.L. qualification and have had a wide experience in this field. A recognised teaching qualification is also essential. Salary scale for both posts: £2,761-£4,889.

For application forms (returnable by 28th July 1977) and further particulars send a self-addressed, foolscap envelope to the Senior Administrative Officer, at the above address. Interviews will be held on Tuesday 2nd August 1977.

**BRADFORD COLLEGE**  
 Applications are invited for the following posts:—  
**School of Technology and Design**

**1. LECTURER Grade I in AUTOMOBILE ENGINEERING for session 1977/8 only**  
 Candidates should be apprentice-trained mechanics and hold City and Guilds Full Technological Certificate in Automobile Engineering and a Certificate in Education.

**2. LECTURER Grade I/II in MATHEMATICS**  
 Applicants should preferably possess a degree in Mathematics and have some knowledge of basic computing principles.

**3. LECTURER Grade I/II in PRODUCTION ENGINEERING**  
 Applicants should have a broad industrial experience including apprenticeship and possess a minimum qualification of City and Guilds Full Technological Certificate.

**Student Services**

**1. STUDENT LIAISON OFFICER (Lecturer Grade II)**  
 Applicants for this post should preferably be graduates in Physics or Mathematics or English, or be qualified teachers in Physics/Education/Research, as the successful applicant will be required to undertake some teaching. The successful candidate will be expected to seek another post some 2 years after appointment, although this could well be within the College.

The salaries for the above posts will be in accordance with the Burnham Scales of Salaries for Teachers in Establishments for Further Education:—  
 Lecturer Grade I — £2,489-£4,877  
 Lecturer Grade II — £2,279-£4,463  
 plus the supplement of £312 and the recent award up to a maximum of £180 per annum.

Application forms and further particulars are available from: Staffing Officer, Bradford College, Great Horton Road, Bradford BD7 1AY, and the completed forms should be returned so as to reach him not later than Friday, 8th August, 1977.

**WATFORD COLLEGE**  
**HEAD OF DEPARTMENT OF ENGINEERING**

Applications are invited for the above post which will become vacant on 1st September 1977. The work in the Department ranges from Craft to Higher National Certificate level.

Further details available from:  
 The Chief Administrative Officer,  
 Watford College, Hempsall Road,  
 Watford WD1 3EZ

**CITY OF MANCHESTER**  
 (through of) EDUCATION COMMITTEE  
 MANCHESTER COLLEGE  
 OF BUILDING

**LONDON**  
 INCH LONDON EDUCATION COMMITTEE

**HACKNEY COLLEGE**  
 Blue Mountains Centre  
 100, Upper Holloway, London N16 9JH  
 Telephone: 0253 1767

Required for 1st September 1977.

**FULL-TIME LECTURER I in PAINTING**  
 The post holder will be responsible for the teaching of painting in the day and evening classes. The successful candidate should have a minimum of five years' experience in the subject and a minimum of three years' experience in the teaching of painting. The successful candidate should have a minimum of five years' experience in the subject and a minimum of three years' experience in the teaching of painting.

**LOTHIAN**  
 REGIONAL COUNCIL  
 EDUCATION COMMITTEE  
 EDINBURGH

**LECTURER IN MECHANICAL ENGINEERING**  
 The successful candidate will be responsible for the teaching of mechanical engineering in the day and evening classes. The successful candidate should have a minimum of five years' experience in the subject and a minimum of three years' experience in the teaching of mechanical engineering.

**CITY OF MANCHESTER**  
 EDUCATION COMMITTEE  
 MASTON COLLEGE OF EDUCATION  
 MANCHESTER

**LECTURER I IN SCIENCE SUBJECTS**  
 The successful candidate will be responsible for the teaching of science subjects in the day and evening classes. The successful candidate should have a minimum of five years' experience in the subject and a minimum of three years' experience in the teaching of science subjects.

**CITY OF MANCHESTER**  
 EDUCATION COMMITTEE  
 ABRAHAM MOSS CENTRE  
 MANCHESTER

**LECTURER I IN SCIENCE SUBJECTS**  
 The successful candidate will be responsible for the teaching of science subjects in the day and evening classes. The successful candidate should have a minimum of five years' experience in the subject and a minimum of three years' experience in the teaching of science subjects.

**LECTURER I IN SCIENCE SUBJECTS**  
 The successful candidate will be responsible for the teaching of science subjects in the day and evening classes. The successful candidate should have a minimum of five years' experience in the subject and a minimum of three years' experience in the teaching of science subjects.

**SOUTH TYNSIDE**  
 THROUGH OF) EDUCATION COMMITTEE  
 SOUTH TYNSIDE COLLEGE  
 SOUTH TYNSIDE

**LECTURER I IN SCIENCE SUBJECTS**  
 The successful candidate will be responsible for the teaching of science subjects in the day and evening classes. The successful candidate should have a minimum of five years' experience in the subject and a minimum of three years' experience in the teaching of science subjects.

**LECTURER I IN SCIENCE SUBJECTS**  
 The successful candidate will be responsible for the teaching of science subjects in the day and evening classes. The successful candidate should have a minimum of five years' experience in the subject and a minimum of three years' experience in the teaching of science subjects.

**SOUTH TYNSIDE**  
 THROUGH OF) EDUCATION COMMITTEE  
 SOUTH TYNSIDE COLLEGE  
 SOUTH TYNSIDE

**LECTURER I IN SCIENCE SUBJECTS**  
 The successful candidate will be responsible for the teaching of science subjects in the day and evening classes. The successful candidate should have a minimum of five years' experience in the subject and a minimum of three years' experience in the teaching of science subjects.

**LECTURER I IN SCIENCE SUBJECTS**  
 The successful candidate will be responsible for the teaching of science subjects in the day and evening classes. The successful candidate should have a minimum of five years' experience in the subject and a minimum of three years' experience in the teaching of science subjects.

**SUFFOLK**  
 COUNTY COUNCIL  
 THROUGH OF) EDUCATION COMMITTEE  
 SUFFOLK COLLEGE  
 SUFFOLK

**LECTURER I IN SCIENCE SUBJECTS**  
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**SUTTON COLDFIELD**  
 COUNTY COUNCIL  
 THROUGH OF) EDUCATION COMMITTEE  
 SUTTON COLDFIELD COLLEGE  
 SUTTON COLDFIELD

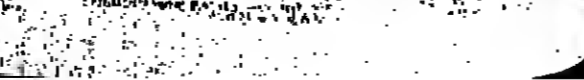
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**WEST YORKSHIRE**  
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 THROUGH OF) EDUCATION COMMITTEE  
 WEST YORKSHIRE COLLEGE  
 WEST YORKSHIRE

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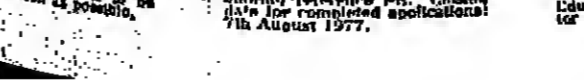
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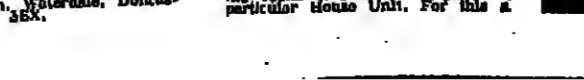
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**Youth and Community Service**

**AVON COUNTY COUNCIL**  
 Youth and Community Service  
 Applications are invited for the post of Youth and Community Worker. The successful candidate will be responsible for the provision of youth and community services to young people in the district.

**THE COTSWOLD COMMUNITY CENTRE**  
 Applications are invited for the post of Youth and Community Worker. The successful candidate will be responsible for the provision of youth and community services to young people in the district.

**BRISTOL**  
**THE METHODIST ASSOCIATION OF YOUTH LEADERS**  
 Applications are invited for the post of Youth and Community Worker. The successful candidate will be responsible for the provision of youth and community services to young people in the district.

**Assessment Centres**

**LANCASHIRE**  
 COUNTY SOCIAL SERVICES  
 THE GRANGE, BRISTOL  
 Applications are invited for the post of Assessment Centre Officer. The successful candidate will be responsible for the assessment of young people for admission to residential care.

**GLoucestershire**  
 COUNTY SOCIAL SERVICES  
 Applications are invited for the post of Assessment Centre Officer. The successful candidate will be responsible for the assessment of young people for admission to residential care.

**Essex**  
 COUNTY SOCIAL SERVICES  
 Applications are invited for the post of Assessment Centre Officer. The successful candidate will be responsible for the assessment of young people for admission to residential care.

**Colleges of Education**

**MENT**  
 COUNTY COUNCIL  
 EDUCATION COMMITTEE  
 MENT COLLEGE  
 Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the teaching of education subjects to students in the college.

**WILTSHIRE**  
 COUNTY COUNCIL  
 EDUCATION COMMITTEE  
 WILTSHIRE COLLEGE  
 Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the teaching of education subjects to students in the college.

**Metropolitan Borough of Rochdale**  
 Education Department

**Assistant Youth and Community Services Officer**  
 Soul. (15-18) £4,889-£5,250 plus supplements approx. £520 p.a.

Applications are invited from suitably qualified and experienced persons for the above post. Temporary housing in approved case, essential user car allowance payable.

Application forms and further details available from the Chief Personnel Officer, 106 Drake Street, Rochdale, OL16 1XQ, returnable by 3rd August (Pol. A.510).

**CITY OF NORWICH**  
 And now for the good news...

Despite the economic crisis, Norwich has the will to find a way to develop community work.

In the last 3 years the number of holiday play schemes supported by the Norwich Community team has increased from 12 to 35.

Since Local Government Reorganisation the Norwich City Council has opened 14 new community buildings and there are plans for 2 more this year.

In three years the budget for community work in Norwich has more than trebled.

Applications are invited for another Junior post of professional Community Worker.

Salary scale A.P.3 (£2,922-£3,282 + £312 supplement)—relocation expenses and temporary housing in approved cases and casual user car allowance.

An outstanding opportunity to add your skills and experience to a team of workers in the progressive city.

Application forms and further details available from the Personnel Officer, Directorate of Planning and Environment, 15 Chapel Field East, Norwich, NR2 1RN. Application forms should be returned by 28th July, 1977. (Tel: Norwich 22253, Ext. 563.)

# Teachers

There are a number of vacancies in the Service of Seneca State Schools Board in Nigeria for teachers in the Sciences, Mathematics and English. A Recruitment Delegation will soon be interviewing candidates to fill these posts which offer a lot of challenge and attractive conditions of service. Interested candidates should collect or write for application forms from the Nigeria High Commission, 9 Northumberland Avenue, London, W.C.2.

Completed forms should be returned to the High Commission not later than 30th August, 1977.

# Nigeria

## NIGERIA

### The Mangu Secondary School

Principal: Mr. M. K. Hlree, B.A., Cert. Ed. requires for September, 1977, or January, 1978, teachers of the following subjects to 'O' level:

Physics, Chemistry, Agricultural Sciences, Biology, English Language, Fine Art

The Mangu Secondary School, near Jos, has approximately 800 boys and girls aged between 11 and 18. A two-year contract, renewable, is offered with salary on the Nigerian Government Scale plus allowances.

For further information and an application form please write to Mrs. Fouché, Gebbitas-Thring Services Ltd., Broughton House, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR, or telephone her on 01-734 0181.

## RESEARCH ASSOCIATE

### East-West Center

Research Associate in the Culture Learning Institute to assist as a team member, in the "English as an International Auxiliary Language" activity. A Ph.D. or equivalent in the field of English as a Second Language, sociolinguistics, psycholinguistics or applied linguistics. Publications in at least two of three areas: English as an international auxiliary language; first and second language learning; the relation of language to culture. Teaching experience at the graduate level. At least three years experience working with professional educators. U.S. citizens must have lived in an Asian or Pacific country for at least two years and have conversational knowledge of an Asian or Pacific language. Non-U.S. citizens must have lived outside country of origin for at least two years and have excellent command of English.

Apply by September 30, 1977, to East-West Center, Personnel Division, Dept. 205, 1777 East-West Road, Honolulu, Hawaii 96848.

An Equal Opportunity Employer M/F

## RESEARCH ASSOCIATE

### East-West Center

Research associate in the Culture Learning Institute to engage in team research in the transcultural/transnational education project. Required: Ph.D. or equivalent in education (especially curriculum design and development), educational anthropology, or directly related field; publications in cross-cultural education; teaching experience; extensive experience in planning, organizing and conducting workshops and training seminars involving individuals from different cultural backgrounds; participation as a team member in a collaborative project that developed and produced educational materials.

Apply by September 15, 1978, to East-West Center, Personnel Division, Dept. 205, 1777 East-West Road, Honolulu, Hawaii 96848.

An Equal Opportunity Employer M/F

# OVERSEAS TEACHING POSTS

## LECTURER IN ENGLISH LANGUAGE AND LITERATURE (JAPAN)

Oakia University MA or PhD in English studies, TEFL qualification highly desirable. Salary: Y174,000-Y283,000 per month (rate of exchange approx. Yen 400=£1). Benefits: installation and education grants; 2 year contract renewable. 77 PU 104.

## ENGINEER/SUPERVISOR (SPAIN)

The British Council Institute, Madrid. Candidates should be qualified to HNC/City and Guilds Final Certificate Level and have at least 3 years' operations and maintenance experience in a broadcasting or high quality Close Circuit Television Studio. Experience in Studio Lighting and Electronic Editing on 1in. Video Tape Recorders and/or a knowledge of language laboratory equipment would be an advantage. Salary: £3,950-£8,192 p.a. at present exchange rate plus allowances of up to £1,179 p.a. Salary and allowances are at present free of local taxation. Benefits: baggage allowance; rent allowance of approx. £310 p.a.; education allowance; medical scheme; employer's contribution to superannuation and National Insurance. Local contract renewable. 77 RO 128

## 5 GCE TEACHERS (OMAN)

Teacher of English Language and Literature. Teacher of Physics. Teacher of Chemistry. Teacher of Biology. Teacher of Mathematics. Candidates, single men or married teaching couples (without children), must be UK citizens and have a British Educational background. They should have an honours degree in the relevant subject, a teaching certificate and 5 years' teaching experience to GCE 'O' level standard. Salary: £8,008 p.a. free of local taxation. Benefits: free furnished accommodation; free electricity and water; annual passage paid home leave; 2 year contracts renewable. 77 AS 88-92.

## INSPECTORS OF ENGLISH-PRIMARY (CAMEROON)

Educational Delegation for the East and North Provinces: Bertoua and Garoua. 2 members of a team concerned with the introduction of English in Francophone Primary Schools. To inspect classes, advise teachers, organise in-service courses. Degree (preferably in English or Modern Languages) 1 year University diploma in TEFL relevant experience preferably including teacher training; fluent French. Men only. Salary: £4,580-£5,816 p.a. plus 10 per cent inducement. Benefits: personal and children's allowances; free accommodation; 2 year contracts. 77 HE 5-8.

## ELT ADVISER (CAMEROON)

South West Provincial Delegation for Education, Buea. To advise on English Language teaching at Primary, Secondary and Teacher Training levels. Degree teaching qualification and MA in Applied Linguistics (or 1 year University diploma in TEFL) at least 4 years' relevant experience, preferably overseas and in teacher training; good French. Salary: £4,580-£5,816 p.a. plus 10 per cent inducement. Benefits: personal and children's allowances; free furnished accommodation; 2 year contract. 77 HE 8.

## 2 TEACHERS OF ENGLISH (OMAN)

The British Council, Muttra. To teach English mainly at elementary and intermediate levels for approximately 24 periods a week. Some overtime work may be required and will be separately remunerated. Candidates, single men only, who will be required to share free furnished accommodation, must have a degree or teaching diploma and an ELT qualification (RSA or postgraduate diploma). Salary: £3,782-£4,874 p.a. No local taxation. Benefits: overseas allowances (£1,120-£1,232) 2 year contract, renewable. 77 AO 87-181.

# THE BRITISH COUNCIL

## ASSISTANT DIRECTOR OF STUDIES (EFL) (IRAQ)

The British Council Centre of English Studies, Baghdad. To teach general and ESP courses, prepare course materials and assist in in-service teacher training, testing, registration and interviewing. Candidates, men only and single (unless wife is a qualified teacher and willing to teach at the Centre), must have a teaching qualification with a significant TEFL/ESL component or general teaching qualification with additional TEFL/TEFL qualification together with 5 years' experience. Salary: £4,580-£5,816 p.a. No local taxation. Benefits: overseas allowances; free furnished accommodation; 2 year contract renewable. 77 AO 124.

## COMMUNICATION SKILLS IN ENGLISH PROGRAMME, KING ABDUL AZIZ UNIVERSITY, JEDDAH (SAUDI ARABIA)

This Programme has been developed over the last 2 years with British Council professional support and has involved the production of specialised teaching materials for the implementation of English Medium courses in the Faculties of Engineering and Medicine. Required for September, 1977:

## MATERIALS WRITER

The Writer will be responsible to the director for the overall design, construction, and implementation of the academic programmes. Duties will include course design, adaptation of existing programmes, and materials, and some familiarisation teaching at all levels of the Programme. Periods of the contract will be spent in Britain researching educational techniques and materials. Candidates, men only, must have a Master's degree in TEFL or Applied Linguistics or a higher degree in Science. They should have a thorough knowledge and experience (at least 5 years) of existing ELT materials with particular reference to those designed for students of science and technology. Salary: £8,794-£13,494 p.a. according to qualifications and experience and proportions of time spent in Jeddah and London. There is no local taxation. Benefits: free furnished accommodation; single candidates will be required to share; 60 days annual leave; 1 year contract probably renewable. 77 AU 84-82.

## SENIOR TEACHER OF ENGLISH (BAHRAIN)

Al Hura Boys' Secondary School, Manama. Men only, UK citizens with a British Educational background, a degree and several years' teaching experience. Salary: £4,803-£5,620 p.a. free of local taxation. Benefits: free furnished accommodation; overseas and children's allowances; 2 year contract renewable. 77 AS 83.

## 3 TEACHERS OF ENGLISH (OMAN)

Government Preparatory Schools. Candidates, married teaching couples or single men, must have a teaching qualification with English as a major specialisation or a degree in English or a Foreign Language. No teaching experience is required. Salary: £3,204 p.a. free of local tax. Benefits: free basic accommodation; 3 month passage paid leave on renewal of contract; 1 year contracts renewable. 77 AS 47-60.

## SENIOR TEACHER OF ENGLISH (IRAN)

British Council (for National Iranian Oil Company), Ahwaz. To teach English for special purposes to oil company employees and prepare materials. Degree or teaching certificate, 1 year postgraduate qualification in TEFL/ESL, and about 5 years' relevant experience, preferably overseas. Single candidates preferred. Salary: £4,888-£5,818 p.a. Benefits: Ahwaz allowance £918-£1,124 p.a.; free furnished accommodation; employer's portion of UK superannuation; 2 year contract. 77 HO 128.

Return fares are paid. Local contract is guaranteed with the British Council. Please write, briefly stating qualifications and length of appropriate experience quoting relevant reference number and title of post for further details and an application form to: The British Council (Appointments), 65 Davies Street, London W1V 2AA.

# OVERSEAS TEACHING POSTS (CONTINUED)

## SCHOOL BURSAR (IRAN)

The British School, Tehran. A co-educational day school (5-13 years). To be responsible for finance, supervision of accounts, capital funds appeals, maintenance and construction of new premises, staff work permit, site, lease negotiations, preparation of annual estimates. Preferably single men with 5 years' experience in a private school. Salary: (incl. accommodation allowance) £13,750-£14,933 p.a. approx. Benefits: medical insurance scheme; annual fere paid leave; baggage allowance; 2 year contract renewable. 77 HS 94.

## TEACHERS OF ENGLISH (IRAN)

British Council Teaching Centres; Tehran, Meshed, Tabriz. Teaching general English and/or ESP; involvement in programme planning/evaluation, material development, and participation in staff training programme, including study for RSA CTEFL if required. Degree or teaching certificate essential; 1 year qualification in TEFL and/or 3 years' experience desirable. Single candidates or married couples both to teach. Salary: £3,732-£4,374 p.a. Benefits: accommodation allowance; baggage and installation allowances; employer's portion of UK superannuation; 2 year contracts renewable. 77 HO 80-79.

Applications from or female should preferably be sent to the Director of Studies, British Council, 65 Davies Street, London W1V 2AA.

# SOA

Salisbury College of Advanced Education

# CHIEF LIBRARIAN

The appointee will have responsibility for the development and administration of all Library and Teaching Resources Centre services. Applicants should have demonstrated leadership in the implementation of educational resource programmes and have substantial previous experience at a senior level in a college or university library or resource centre. Applicants should possess an appropriate tertiary qualification and be eligible for associate membership of the Library Association of Australia. This is an academic appointment at senior lecturer level. (£10,250-£22,500).

Applications in writing giving personal data, details of qualifications and experience, and the names of two referees should reach the College by 31st August, 1977.

They should be addressed to: Academic Secretary, Salisbury College of Advanced Education, Smith Road, Salisbury East, South Australia 5108, Australia.

# Full-Time Wardens Posts

Community Education Service. Essex Community Education Service offers first opportunities for career advancement, a good training scheme with excellent support services and central resources. A vigorous programme of social and events provide opportunities for expansion every aspect of the Community Education Service. Applicants should be qualified teachers/youth workers.

## VACANCIES EXIST AT NETSWELL (HARLOW) SALWAY RANGE 4 (A) SALWAY WAY (LOUGHTON) SALWAY RANGE 3 (C)

Salisbury. Conditions apply. Salaries are presently open-ended, on a scale ranging from between £3,654 to £6,480 according to post, plus Supplement and graduate allowances where applicable. Details and application forms from the County Education Officer, Community Education Branch, Threadneedle House, Market Road, Chelmsford.

Essex County Council

# YOUTH AND COMMUNITY SERVICE continued

## KENT

ISLE OF GRAIN YOUTH CENTRE. Applications are invited for the following vacancies: Youth Worker, Youth Worker (part-time), Youth Worker (part-time), Youth Worker (part-time). Applications should be sent to the Director of Youth Services, Kent County Council, 111 High Street, Maidstone, Kent, ME16 6JH.

## LAMBETH

Lambeth Adolescent Children's Centre. Applications are invited for the following vacancies: Youth Worker (part-time), Youth Worker (part-time), Youth Worker (part-time). Applications should be sent to the Director of Youth Services, Lambeth Council, 100 Waterloo Road, London SW8 5UA.

## LONDON, N.S.

YOUTH WORKERS needed at the following locations: BARNET, HAVINGHAM, WOODMERE. Applications should be sent to the Director of Youth Services, Lambeth Council, 100 Waterloo Road, London SW8 5UA.

## RETROPHISING

Applications are invited for the following vacancies: Youth Worker, Youth Worker (part-time), Youth Worker (part-time). Applications should be sent to the Director of Youth Services, Lambeth Council, 100 Waterloo Road, London SW8 5UA.

## WARWICKSHIRE

WOLSTON HIGH SCHOOL AND YOUTH CENTRE. Applications are invited for the following vacancies: Youth Worker, Youth Worker (part-time), Youth Worker (part-time). Applications should be sent to the Director of Youth Services, Warwickshire County Council, 100 Waterloo Road, London SW8 5UA.

## VIGAN

Applications are invited for the following vacancies: Youth Worker, Youth Worker (part-time), Youth Worker (part-time). Applications should be sent to the Director of Youth Services, Vigan Council, 100 Waterloo Road, London SW8 5UA.

# LONDON BOROUGH OF BARNET EDUCATION DEPARTMENT

# YOUTH & COMMUNITY WORKER

Salary £4,305-£4,821 plus £312 Supplement Payment, plus 5 per cent less £21 p.a. (max. £189)

## Graham Park Youth Centre

Applications from suitably qualified and experienced Youth and Community Workers and Teachers required for Leader-in-Charge. Person appointed will be involved with other staff in the development of the community and social education of Centre and its surrounding education campus. Separation allowance and 100 per cent of removal expenses may be paid. Further details and application form from the Director of Educational Services, Town Hall, Philip Barnet, London N11 3DL, Ref: ADM/E/1977 returnable by the 8th August 1977.

# Overseas Appointments

## SWAZILAND

The British Council, Mbabane. To teach English for special purposes to oil company employees and prepare materials. Degree or teaching certificate, 1 year postgraduate qualification in TEFL/ESL, and about 5 years' relevant experience, preferably overseas. Single candidates preferred. Salary: £4,888-£5,818 p.a. Benefits: Ahwaz allowance £918-£1,124 p.a.; free furnished accommodation; employer's portion of UK superannuation; 2 year contract. 77 HO 128.

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## UNITED ARAB EMIRATES

The British Council, Abu Dhabi. To teach English for special purposes to oil company employees and prepare materials. Degree or teaching certificate, 1 year postgraduate qualification in TEFL/ESL, and about 5 years' relevant experience, preferably overseas. Single candidates preferred. Salary: £4,888-£5,818 p.a. Benefits: Ahwaz allowance £918-£1,124 p.a.; free furnished accommodation; employer's portion of UK superannuation; 2 year contract. 77 HO 128.

## TEACH IN

NICHOBIETO LANGUISHA. Applications are invited for the following vacancies: Youth Worker, Youth Worker (part-time), Youth Worker (part-time). Applications should be sent to the Director of Youth Services, Lambeth Council, 100 Waterloo Road, London SW8 5UA.

## GERMANY

Applications are invited for the following vacancies: Youth Worker, Youth Worker (part-time), Youth Worker (part-time). Applications should be sent to the Director of Youth Services, Lambeth Council, 100 Waterloo Road, London SW8 5UA.

## KUWAIT

Applications are invited for the following vacancies: Youth Worker, Youth Worker (part-time), Youth Worker (part-time). Applications should be sent to the Director of Youth Services, Lambeth Council, 100 Waterloo Road, London SW8 5UA.

## ITALY

Applications are invited for the following vacancies: Youth Worker, Youth Worker (part-time), Youth Worker (part-time). Applications should be sent to the Director of Youth Services, Lambeth Council, 100 Waterloo Road, London SW8 5UA.

## ITALY

TEACHERS OF ENGLISH. Applications are invited for the following vacancies: Youth Worker, Youth Worker (part-time), Youth Worker (part-time). Applications should be sent to the Director of Youth Services, Lambeth Council, 100 Waterloo Road, London SW8 5UA.

## SAUDI ARABIA

ENGLISH MEDIUM TEACHING POSTS. Applications are invited for the following vacancies: Youth Worker, Youth Worker (part-time), Youth Worker (part-time). Applications should be sent to the Director of Youth Services, Lambeth Council, 100 Waterloo Road, London SW8 5UA.

# GOVERNMENT OF BERMUDA MINISTRY OF EDUCATION TEACHING VACANCIES

September 1977.

Applications are invited from certificated or trained graduate teachers for appointment to the following vacancies in September, 1977. The successful applicants will be expected to be available to commence duties on September 6, 1977.

- Warwick Secondary School: Coeducational secondary school. Meritwork. Ability to help with Mathematics an advantage.
- The Berkeley Institute: Coeducational secondary school. Technical Drawing. The Berkeley Institute, Pembroke West, Bermuda.

## CONDITIONS OF SERVICE

Salaries: \$12,500 to \$16,125 per annum depending on qualifications and experience (under review). Baggage Allowance: Some assistance provided for shipping personal effects. Passages: Air passages to and from Bermuda for teacher, wife and dependent children under the age of 18 years (unmarried), not exceeding the equivalent of four adult passages. Paid return leave passages between employers. Government Health Scheme: Medical and surgical benefits. Superannuation: United Kingdom employer's contribution guaranteed. Application by airmail, providing a full curriculum vitae including: full name, date of birth, place of birth, marital status and dependents, nationality, small photograph, college(s) attended, degree work and professional training (with dates of qualification), teaching experience, two testimonials, and the names of two persons who will be willing to provide confidential (professional) references, national insurance number.

# NEW ZEALAND Secondary Teachers

Applications are invited from well qualified teachers for appointment to New Zealand State Secondary Schools to commence on February 1, 1978, or soon after.

## Teachers of:

Mathematics, Science, Accounting and Economics, Woodwork, Industrial Arts, Woodwork, Mechanical Drawing, Music, Art and Craft, Commercial Subjects (Shortland, Typing, Business Studies), English.

## Applicants must:

Be teacher trained Hold an appropriate degree or qualification Have recent teaching experience Salaries according to qualifications and experience. Example of current rates are:

Certificated Teachers		
BA or BSc (1st or 2nd Hon.)	2nd Year Teaching	7th Year Teaching
NZ\$7,687	NZ\$8,856	NZ\$10,821
UK£4,290	UK£4,641	UK£5,942

## Trained Teachers Certificate Only

2nd Year Teaching	4th Year Teaching	7th Year Teaching
NZ\$5,933	NZ\$6,548	NZ\$7,687
UK£3,329	UK£3,684	UK£4,290

Additional NZ\$395 cost of living allowance is payable on all salaries. (NZ\$1 equals UK£0.595).

Good opportunities for promotion to positions of responsibility. Limited number of appointees will be offered payment of leave and assistance with other expenses subject to completing a bond to teach in New Zealand State Schools for three years. Other appointments will be offered to teachers who are prepared to meet all costs incurred in travelling to New Zealand. No bond will be required in these cases.

All appointees must be able to meet the standard immigration criteria governing permanent entry to New Zealand (age limit 45 years).

Selected applicants will be interviewed in London by a New Zealand Education Department Officer in August or September. Travelling expenses for interview will be paid. For further information and application forms, please write as soon as possible to:

Educator  
C/o Chief Migration Officer,  
New Zealand High Commission,  
Haymarket,  
LONDON SW1Y 4TG.

HERTFORDSHIRE COUNTY COUNCIL EDUCATION COMMITTEE

County Adviser in Nursery Education
Salary scale (Head Teacher Group 9) £7,620 x £156(4) to £8,244 (inclusive)

Applications are invited for this post which becomes vacant on 1 January, 1978. Candidates should be well qualified and experienced in nursery and infant education...

Applications by letter with the names of two referees to County Education Officer (Ref. AFS/608), County Hall, Hertford, from whom further details may be obtained. Closing date 12 August, 1977.

Recreation Department Sports Officer (REC. 14)

Principal Officer Grade 1 (1-5)-incl. salary scale £5,329 - £5,890
As Head of Sports Division, post is responsible to Chief Recreation Officer for the efficient running of all sports facilities in the District...



CAMBRIDGESHIRE Careers Service

Careers Officer
for careers guidance and placing work with handicapped young people in Special Schools in the Peterborough and Fenland areas...

Assistant Education Officer

26,382-27,030 Schools Section
Suitably qualified men or women with a professional teaching qualification is required for the post of Assistant Education Officer (fourth tier post)...

OVERSEAS Appointments continued

KUWAIT EDUCATIONAL CENTRE
The Educational Centre for the Middle East is a non-profit making organization established in 1964...

NETHERLANDS
The Ministry of Education in the Netherlands is seeking applications for the post of Educational Officer...

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HERTFORDSHIRE COUNTY COUNCIL EDUCATION COMMITTEE

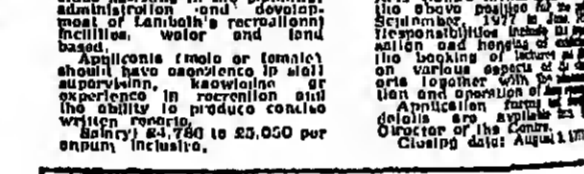
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Assistant Education Officer

26,382-27,030 Schools Section
Suitably qualified men or women with a professional teaching qualification is required for the post of Assistant Education Officer (fourth tier post)...

Intermediate Treatment Co-ordinating Officer

£3,858 - £4,194\* Dorking
The work involves the development of intermediate treatment facilities in the South East Division of Surrey.

The successful applicant should have relevant experience in social work among young people, plus a related qualification, with the ability to undertake group work and to innovate and collaborate with statutory and voluntary organisations.

Application form and further details from Director of Social Services (VJD), Surrey House, 34 Eden Street, Kingston upon Thames, Surrey. Closing date: 5 August.

SURREY COUNTY COUNCIL

Methodist Church Division of Education and Youth

ADMINISTRATIVE ASSISTANT

Church-based Children's Work and Primary Education
Clerical support given, but ability to type an advantage. Application forms (returnable on or before 5th August) and Description of Post obtainable from the General Manager, Methodist Church Division of Education and Youth, 2 Chester House, Pages Lane, Muswell Hill, London N10 1PR.

CENTRE FOR INFORMATION AND ADVICE ON EDUCATIONAL DISADVANTAGE

The Centre is an independent organisation to promote good practice in the education of the individually disadvantaged at all stages, taking into account the distinct needs of disadvantaged minority groups...

A DIRECTOR

is now required to succeed Mr. C. D. Roberts, HMI, at the termination of his secondment on 1 April, 1978. Applicants are invited from candidates with wide practical experience in the education of the disadvantaged to lead the established team and to advise the Governing Body on the further development of the work.

City of Salford LIBRARIANS

Applications are invited for the post of Librarian in the City of Salford. The successful candidate will be responsible for the efficient running of the library service and for the development of new services...

ADMINISTRATION DURHAM

Applications are invited from suitably qualified candidates for the post of Administration Officer in the Durham County Council. The successful candidate will be responsible for the efficient running of the administration department...

Child Care

Applications are invited for the post of Child Care Officer in the Durham County Council. The successful candidate will be responsible for the development and implementation of child care services...

Educational Psychologists

Applications are invited for the post of Educational Psychologist in the Durham County Council. The successful candidate will be responsible for the assessment and advice on educational difficulties...

THE SCHOOLS OF KING EDWARD THE SIXTH IN BIRMINGHAM

The Schools of King Edward the Sixth in Birmingham are seeking applications for the post of Secretary to the Governors and Head of the Foundation Administrative Office. The successful candidate will be responsible for the efficient running of the administrative office...

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

Applications are invited for the post of Assistant Research Officer (Grade 3) in the National Foundation for Educational Research in England and Wales. The successful candidate will be responsible for the conduct of research projects...

ASSISTANT RESEARCH OFFICER (GRADE 3)/RESEARCH OFFICER

Applications are invited for the post of Assistant Research Officer (Grade 3) or Research Officer in the National Foundation for Educational Research in England and Wales. The successful candidate will be responsible for the conduct of research projects...

PONTEFRACCT ACTIVITY CENTRE-YORKSHIRE PROJECT WORKER

£2,529-£3,702 p.a. + £312 p.a. Supplement + Phase II
Required for a mixed disciplinary team on this youth social work project for children and young people aged 5-17 years in group and individual settings...

NATIONAL CHILDREN'S HOME BIRMINGHAM

Required for September, 1977: DEPUTY (EDUCATION)
Applications are invited from qualified and well experienced Nursery School Teachers, preferably with experience in areas of social need, to take charge of the educational programme at this Day Centre for 74 children...

City of Newcastle Upon Tyne Education Committee

EDUCATIONAL PSYCHOLOGIST
Child and Family Guidance Service
We seek an enterprising and able educational psychologist, interested in working in a School Psychological Service and multi-disciplinary Child Guidance team. The establishment for a school population of 52,000 is nine educational psychologists, six social workers and five visiting psychiatrists...

City of Salford LIBRARIANS

Applications are invited for the post of Librarian in the City of Salford. The successful candidate will be responsible for the efficient running of the library service and for the development of new services...

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ilea INNER LONDON EDUCATION AUTHORITY

Establishment Officer

The Establishment Officer ranks as an Assistant Education Officer and is responsible for 40,000 non-teaching staff in 200 grades, mostly in schools and colleges. Close working arrangements exist with the Greater London Council for recruitment and other matters. First class administrative ability and capacity to maintain good personal and industrial relations with Staff and Trade Unions, Heads, Principals and Inspectors, essential. Academic or other suitable qualifications and experience in high level local authority administration desirable.

ADVISER FOR ART AND LIGHT CRAFTS

SALARY-Soulbury Range Head Teacher Group 9 £7,767 - £8,391 p.a. including LW and Supplement
We are seeking an Art Specialist with substantial and varied teaching experience to fill a new post in our Advisory Team. The successful candidate will be responsible for advisory work in Art and Light Crafts teaching in all educational establishments and will be required to act as a general adviser in a team covering the entire Educational Service. Knowledge of new developments in teaching methods as well as drive, enthusiasm and the ability to motivate others is essential.

LONDON BOROUGH OF BILLCINGDON

Applications are invited for the post of Librarian in the London Borough of Billcindingon. The successful candidate will be responsible for the efficient running of the library service and for the development of new services...

# Travellers in time

Hilary Finch at the South Bank

Last Thursday, at the Queen Elizabeth Hall, the room-knobs ladies and the purveyors of scores and music journals had van-ished from the stage, and the United States and Israel had come to watch or take part in a concert given in aid of the Duke of Edinburgh's Award scheme, which came towards the end of a two-week international Arts Festival for young people promoted by the Essex County Youth Service.

"Get some lush up there, have we, think you, it's going to be a marvellous evening, a really marvellous evening," said Stewart, snuggled the audience in the hoodlum, shrill, ultrasonic hall. In fact, only four countries were represented, the hall was about a third full, people mumbled in and out and a sad steward remarked that it was all very well.

It was a group of secondary school boys from Belgium, presented a programme of dance, (caneled) music and finger-wives, the many lighting effects wooing the audience's favour to make up for the rather boring choreography. From a small town in north-west Spain, a group of boys, dressed in bright red and white costumes, trotted round and round with semicircular hoops in a thirteenth-century dance of the devil until, by the end, one's ears and eyes were as tired as their feet seemed to be.

In complete contrast, the Choir of evergreen Landeskirche fur Blinde led each other on to the stage slowly and haltingly to sing quietly and in utter stillness some English madrigals, Bavaria songs about cuckoos and blackbirds and a very German one about the five muses from the foot-tapping instrumental interludes, it was a long, sombre programme—it was a lot to ask of a restless audience, excited by previous items, to listen through it attentively.

After the interval came the most skilful dancing of the evening from the Tel Aviv Yefo dance group. Then Banat Ezeray, the youth section of the Jerusalem municipal drama group, presented The King and the Cobbler, an energetic and humorous Broadway-style adaptation of the story of King Solomon à la "The King and the Pauper", with a narrotoc on roller-skates, half Hebrew and half English dialogue and a certain degree of Eastern promise in its sloopy stage management and, again, overlong duration.

By 10.15 or so, the audience was even smaller, and somehow one felt the evening had "lived up" to the high expectations of its beginning. There will be those, no doubt, who will think me a spoilsport, but I was convinced by the end that it takes more than visual spectacle, overlong visitors and loud amplification to make a true "spectacular". It takes expert stage management and a sensitivity to programme length and balance, especially in the confines of a concert hall, as distinct from an open-air jamboree, Essex should

# Policies for players

Graham Jones

The second session of the Theatre for Young People seminar, at the Sherman Arena Theatre, Cardiff, came to a halt when "resolution time" arrived. Why should the National Council of Theatre for Young People represent them on the Association Internationale de Theatre pour l'Enfance? Why Jeunesse (ASSITEJ)? Why shouldn't the Standing Conference of Young People's Theatre (SCYPT), the newly-formed theatre-away? group act for the members and convene a conference in ASSITEJ?

Again (as had happened the case a few times before at this seminar) there was a division into two groups —Left and Right: those who wanted changes in the set-up, possibly more youthful vigour in the organization; and those (the old guard?) who defended the NCTYP's Executive as the proper body to liaise with ASSITEJ.

SCYPT won the day on this issue and it was recommended that the Standing Conference of Young People's Theatre assume responsibility for the British Centro of ASSITEJ.

Other resolutions urged the Arts Council to draw up a new policy for young people's theatre: to earmark a subsidy (not less than 20 per cent of the total budget for drama in the case of regional theatres); to have "adequate proportional representation of people currently working in the different aspects of young people's theatre and TIE" on the Arts Council Drama Panel; to set up a working party to restructure the overall policy to include Young People's Theatre as a form of community service; and this working party to meet the NCTYP.

# Festival flourish

Robin Maconie

The National Festival of Music for Youth ended with a flourish on an evening concert on July 9 at the Royal Festival Hall. It was given by West Glamorgan Orchestra, with an interlude by the Welsh youth orchestras of two sizes—large and small—large; the sound is solid, the music, musically speaking, is more physical than that of the West Glamorgan's 180-players orchestra is an exception to the rule, and though their Festival programme of Berlioz, Mozart and Respighi seemed safe, they were not as safe as they seemed.

A firmly orthodox and jubilation was established at an outset by not one, but two of the late Mozart's Fanfares by the late Mozart's Queen's Music, Sir Arne's music, the music of the new world, up in solemnity what they were, performed in a manner of Maurice Jacobson, whose first year brought a long and happy association with the festival.

Philip Thomas appeared as soloist in Shostakovich's Pastoral, a work which he has played many times. It is a work of great simplicity and beauty, and his playing was full of life and energy. He was followed by the French horn player, who was playing a work of this kind with great authority. The young soloist made a very good impression.

# Questions and answers

James Hill on 'Shakespeare and the Histories'

Of those people whose knowledge of medieval history is almost entirely from Shakespeare's history plays, I have wanted to know—without trying hard to find out—whether I really have never mis-regarded himself as an unreliable historian, for that even his own characters are far from reliable witnesses even of their personal experience. The dying Henry IV claims at one moment that he obtained the crown by "indirect craft ways" and a few lines later that he "snatched it with a holocaustus hand".

Shakespeare himself, it seems never struck his mind as to whether Bolingbroke secured the crown by Machiavellian scheming, or "grabbed at the unexpected chance when Richard collapsed". Professor Iervey discusses the evidence to which Shakespeare followed the Tudor historians' scheme of medieval history, in which divine retribution followed Bolingbroke's usurpation. He concludes that divine and secular versions of history exist side by side in the plays. (His talk appears in this week's Listener.)

Two of the talks are still to be broadcast. This evening Charles Ross, of Bristol University examines the contemporary evidence for Richard III's character and concludes that Shakespeare's characterisation may not have been so far wide of the mark after all, despite Richard's modern defenders. Next Friday Anthony J. Fox, of Kent University, explores the different kinds of "truth" in Henry VIII and Perkin Warbeck.

# BBC West Past and present

Gorman Stafford on West Country personalities

The History Makers (BBC TV West, Friday evenings) is a series of six essays by well-known personalities on historical figures who have made an impact on the West Country. Each programme is self-contained and no attempt is made to draw the series together. To do so would be impossible. Spanning richly varied fields of endeavour and 1,100 years of West Country history into the bargain, some, at least, of the interests of these programmes lies in the response of the presenters to the considerable licence granted to them.

The pairing in each case produces a quite different result. There is something of a little awe in Sheila Allen's affectionate portrait of St Sidons, eight prelates in one ten-year period, and his working life, the ability to entice George III to the theatre five times in one month, and a funeral 18 years after her last performance, which was the prince's widow at the witness to his extraordinary career of a very resourceful actress.

Who could resist the mischievous pairing of Tony Benn and Edmund Spenser? Burke's ideas are, apparently, still of real value to those who share his views today. He is "no more than an advocate of 'lost causes'", although there seems little doubt in Mr Benn's mind that the issues for which he fought were of a different order. Mr Benn has anything to do with it they will have none. Frank Bough spends far too long in getting to the point. With W. G. Sebald's bowling prowess (Coveyard at a charity event) have no place. Bough is aware of the inadequacy of statistics but in the end can find no other way of telling us about the value of such statistics as he presents, reliability and modesty.

# Facts and fantasy

Betka Zamayska

Sir Johnny on the Spot is a puppet show set in the mythical island of Dragonica. A princess has to look out of her tower window to choose the first dragon she sees as dawn to be her mount for the royal parade. The popular favourite, Star, the most beautiful of dragons, misses his chance by never sleeping.

It is the ordinary, run-of-the-mill suitable for primary school children, which are now available for distribution by Guild Sound and Vision Film Library.

It is the ordinary, run-of-the-mill suitable for primary school children, which are now available for distribution by Guild Sound and Vision Film Library. The value of such qualities as promptness, reliability and modesty. Sniffy Escapes Poisoning is a simple story, enacted by cartoon characters with a message that can be understood by very young children. A red-haired boy discovers one morning that his dog, Sniffy, is ill, so he goes to the medicine cabinet to find some pills to make him better.

# Briefings

Radio and tv

Children and Books. (Monday, 10.00 Radio 3) "Tell me a story" gives advice on books suitable for children at different stages of development. The 7 to 11-year-olds are offered an up-to-date reading list.

Picture Making. (Monday, 10.15 BBC2) Amateurs point Scotney Castle, in Kent. Viewers follow their efforts and benefit from the advice given. Special Report. (Thursday, 18.40 Radio 3) Maureen Galvin visits a residential course at Deau College, Clchester, to look at opportunities to learn a craft while Malcolm Laycock visits the Forge Mill, Redditch, to encourage the study of local history.

Open University Drama and Society. (Saturday, 06.05, Tuesday, 18.45 VHF 4) Is the theatre an instrument of social and political change? The Two Worlds. (Saturday, 10.00 VHF 4) Extracts from the discussions of two groups of children from working class and middle class background, are presented and analysed. Naturalism. (Saturday, 10.20 VHF 4) Brian Nicholas, Sussex University, examines Zola's conception of naturalism and its immediate debt to Balzac and Flaubert.

# Brushstrokes

Michael Young

Rubens: Drawings and Sketches British Museum until October 30.

In 1609 Rubens left Italy to return in Antwerp for good. During the period that followed, his reputation as a court painter and diplomat spread rapidly throughout Europe, his painting being in as much demand by secular as well as religious patrons. He was beset with commissions and to supply the demand it was necessary for him to make extensive use of studio assistants who were capable of working from his detailed designs and sketches. The finished paintings would be brought together with a few final touches of the brush by the artist himself. The actual degree of personal execution (a vexing problem for today's scholars) was very much a question of price.

The preliminary sketches for these commissions show Rubens' powers at their most creative and intense and are perhaps more accessible to the spectator than the finished paintings themselves.

# Subjects of engineering

James Hill

It is a question of people fit best? how much room to travel? One or two vital questions were not asked; nobody wanted to know how good his maths had to be or how clearly he would be required to express himself. Nor did anybody make the rude noises that girls do make when carcers advisers suggest they consider engineering. Although the director made quite a lot of work hard if they really are to be accepted on equal footing with men. The film could be useful as a thought provoking discussion starter but it would be a better film if the director had cut some of the chat in favour of action shots showing some aspects of engineering.

How about engineering for you? runs for 26 minutes and it may be borrowed, free of charge, from government film libraries. A free booklet describing the PETT series of films may be obtained from the Department of Industry (engineering films), 29 Great Peter Street, London, SW1.

# Saturday morning magazine

David Self at the Young Vic

"It's a sort of Saturday morning magazine, not pocket-money prices," says Denise Coffey, its organiser, and provided you've got 10p to throw in the bucket at the door, you can attend the Young Vic each Saturday morning to see and even take part in this "magazine" of varied theatrical events.

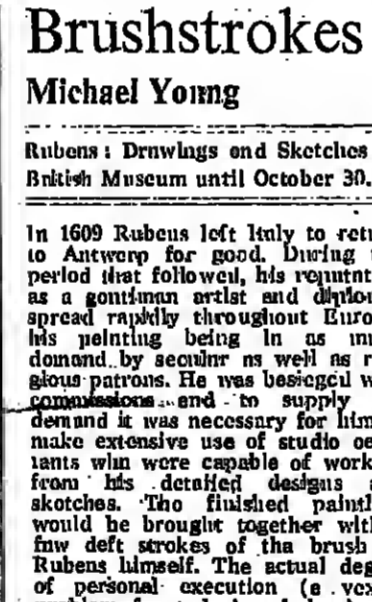
One series of these informal entertainments is now coming to an end (another will begin in the autumn). It has included such diverse events as puppet theatre, a percussion demonstration and what a Wonderful Day!, on four jokes, songs and poetry presented by two accomplished young actors, Tom McEwan and Judy Parkin. Ranged from nursery rhymes and Lancashire folk-song to comparatively difficult verse, their programme was fairly demanding for some of the younger members of the audience.

but if some of the budding or no-children present who resemble some of the time, none was restless all of the time.

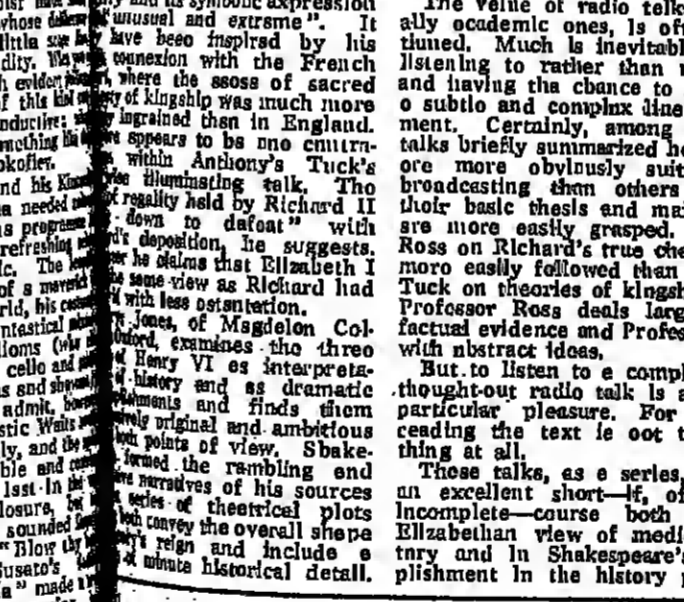
Denise Coffey is determined that these Saturday morning entertainments should be a forum for people to do their own thing. As long as they only 10p admission, no one'll feel they've been ripped off. It is her philosophy and so she has prepared to entrust the theatre, and the audience) to a group like the Shmoo Theatre Group.



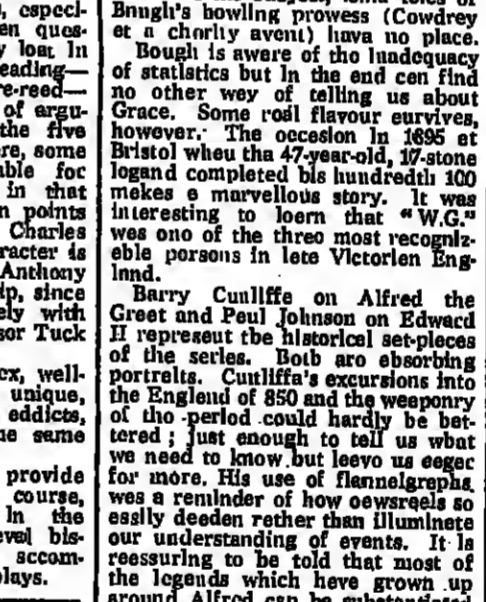
A preliminary sketch for the Honess in "Daniel and the Lion's Den" by Rubens.



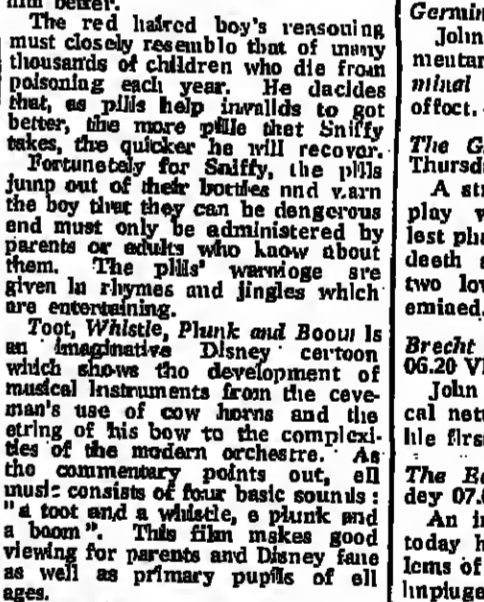
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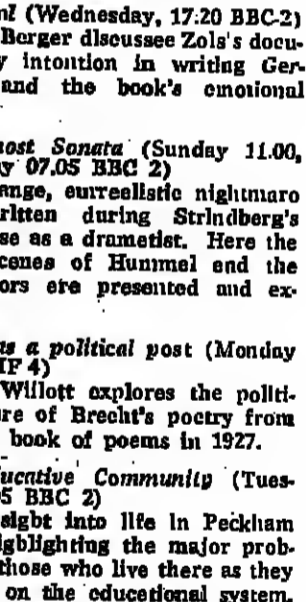
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